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Suggestions for further improvement of the journal will be thankfully received.

Kalyani, West Bengal   **Dr. Prabir Pramanick**
10th November, 2013   **Editor-in-Chief, EDULIGHT**

C O N T E N T S

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MLL IN LIFE SKILLS AMONGST PRE-UNIVERSITY COLLEGE STUDENTS OF MYSORE

Dr. Geetha G. Nair
Associate Professor in Botany, DESM, RIE, Mysore, Karnataka

Abstract
For majority of children opportunity for education is not available beyond a certain stage and as what they learn here must sustain them throughout their lives, it becomes imperative that all students irrespective of their condition and school condition reach minimum levels of learning before they finish education that would eventually enable them to understand their world and prepare them to function in it as permanently literate, socially useful and contributing adults. Minimum levels of learning have been laid down for the primary level in a few subjects but not in Life Skills. An effort has been made here to find out whether MLL is achieved by students in life skills by IPUC students of select colleges of Mysore.

Key Words : Pre-University College (PUC).

Introduction

MLLs can be specified in a variety of ways for e.g., MLLs can be stated as Expected Learning Outcomes defined as observable terminal behaviours. One may also go for a taxonomic analysis of learning objectives such as knowledge, comprehension, application, analysis, synthesis, evaluation and accordingly indicate the expected learning competencies to be mastered by every child by the end of a particular class or stage of education. The MLLs have been stated in terms of competencies. Each competency can be further delineated in terms of sub-competencies while specifying the content inputs or while designing specific measures of learning. A set of MLLs actually represent the rational criteria adopted for judging the adequacy of the curricular inputs provided and the learning outcomes to be expected. MLLs meet three purposes – (a) improve learning attainments, (b) serve as performance goals for the teacher, (c) serve as output indication for the system. And for meeting these purposes, MLLs should have the attributes of achievability, understanding and evaluability.

MLLs should be set in as simple and comprehensive manner as possible and learning has been seen as 'continuum' in which units are sequenced hierarchically so that the clusters of competencies in the unit build as directly as possible on the competencies in the preceding unit. This will make MLL more enjoyable and meaningful and the achievement of MLLs will be facilitated(Dave *et al.*, 1991).

Significance of MLL

For majority of children opportunity for education is not available beyond a certain stage and as what they learn here must sustain them throughout their lives, it becomes imperative that all students irrespective of their condition and school condition reach minimum levels of learning before they

finish education that would eventually enable them to understand their world and prepare them to function in it as permanently literate, socially useful and contributing adults.

The implications of laying down minimum levels of learning are lightening the curriculum, making the process of understanding and application, meaningful, ensuring the acquisition of basic competencies and skills and permitting mastery learning. From the review of MLL-related research (Thomas, 1990; Lalithamma, 1991; Ramakalyani, 1993) there seems to be an urgency shown by the government and educationists to ensure Minimum Levels of Learning at the school level. The most common level of mastery expected is 80% students achieving 80% or more competencies.

In the term "Minimum Levels of Learning", 'Learning' means desirable and durable change in learner's knowledge, understanding, values, attitudes and motor skills. The word 'levels' refers to standards or levels of performance and 'minimum' refers to a quantum of competencies which ought to be acquired by each and every learner having undergone through a stipulated time frame of learning. Minimum is not necessarily optimum. This minimum does not mean that it sets the upper limit of learning for all children (Prakash and Roka, 1995). The salient features of MLLs approach are 'master learning', 'competency-based teaching' and 'competency-based comprehensive and continuous evaluation'.

Mastery learning implies that each competency should be developed at the mastery level. Suppose there are 20 competencies to be learnt by a group of 20 children in the class and of all the 20 competencies are thoroughly learnt by all the 20 children, we may say that these competencies are mastered by the class. Mastery learning helps us produce learners with increased learning.

Competency-based teaching implies the teacher should be clear about the competencies to be developed amongst students. The competency-based continuous and comprehensive evaluation implies that acquisition of the next competency 15 possible only if he/she has mastered the earlier competency and this is done by evaluating his/her achievement on regular basis or continuously comprehensive evaluation envisages adequate measurement of both cognitive and non-cognitive learning outcomes.

There are two terms – Expected Behavioural Outcome and Real Learning Outcome. The former are set up before learning and the latter are actual behavioural goals attained after learning in a curriculum model. An expected behavioural outcome needs to be further defined as an MLO – a more quantified concrete statement of behavioural goal (Dave *et al.*, 1991).

Need for the Present Study

A host of life skills (generic life skills as defined by WHO, 1994, 1997) have been brought forth in the PUC textbooks of Karnataka. The present study was undertaken to ascertain whether mastery learning is feasible in life skills and to find out the minimum levels of learning attained in life skills.

Methodology

Evaluation tool, a check-list tool and two questionnaire tools were employed for the present study (Author, 2011). Using the evaluation tool, the textbooks were screened for life skills. A checklist tool was used to list out problems, experiments and activities incorporating life skills and sub-skills.

Select few life skills and sub-skills were selected and questionnaires prepared using constructivistic approach. Each question consisting of several learning levels with yes/no responses and numerical weightage equal to the ranking of the learning level. Each yes response was scored as

'1', 'No' as '0' and 'No response' as '2'. The scores of the questions were entered in an excel sheet and subjected to statistical analysis. The questionnaires were administered to the first year students of PU Colleges 1 and 2.

Table 1. There were 7 sheets for PUC 1 and PUC 2

Sheet No.	Life skills	No. of questions	Learning levels (number of items)
I	Decision-making + Critical thinking	3	11
II	Critical thinking	6	28
III	Effective communication	3	10
IV	Creative thinking	2	10
V	Effective communication + self-awareness	1	4
VI	Decision-making	2	8
VII	Problem-solving + critical thinking	1	5
Total			76

As the questionnaires I for PUCollege 1 and PUCollege 2 were the same, these 2 samples were compared and considered together in excel sheets under 7 headings representing 7 life skills or life skill pairs for statistical analysis and calculation of minimum levels of learning.

Results and Discussions
Attainment of Minimum Levels of Learning (MLL) in the seven paired/ individual life skills of PUC 1and PUC 2
The cut off point for attainment of minimum levels of learning (MLL) of the skills was fixed at 50% based on the scale as follows: 35-49% marks as minimum; 50-59% marks as good; 60-79% marks as excellent; 80-100% marks as mastery level (Dave et al., 1991).
Hypothesis : There is no difference in the attainment of MLL in the 7 paired/ individual life skills of PUC 1and PUC 2 students.
1. Minimum Levels of Learning (MLL) in critical thinking and decision-making
Table 2. MLL in the life skill of critical thinking and decision-making of PUC 1 and PUC 2

ML1		School		Total	Test Statistics
		PUC 1	PUC 2		
Not att	F	2	2	4	CC = .045; P=.746
	%	9.1%	6.7%	7.7%	
att	F	20	28	48	
	%	90.9%	93.3%	92.3%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 92.3% students have attained MLL (i.e. 50% attainment) in critical thinking and decision-making as against 7.7% who have not attained MLL (i.e. 50% attainment) in this skill and was found to be true for both PUC1 and PUC2 (CC=.045; .746). This difference was not significant.

2. Minimum Levels of Learning in Critical Thinking
Table 3. MLL in life skill of critical thinking of PUC 1 and PUC 2

ML2		School		Total	Test Statistics
		PUC 1	PUC 2		
not att	F	1	1	2	CC = .031; P=.822
	%	4.5%	3.3%	3.8%	
att	F	21	29	50	
	%	95.5%	96.7%	96.2%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 96.2% of students have attained MLL (i.e. 50% attainment) in critical thinking as against 3.8% who have not attained MLL in this skill. And this was found to be true for both PUC 1 and PUC 2 students (CC=0.031; .822). This difference was not significant.

3. Minimum Levels of Learning in Effective Communication
Table 4. MLL in life skill of Effective Communication of PUC 1 and PUC 2

ML3		School		Total	Test Statistics
		PUC 1	PUC 2		
not att	F	4	4	8	CC = .066; P=.632
	%	18.2%	13.3%	15.4%	
att	F	18	26	44	
	%	81.8%	86.7%	84.6%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 84.6% of the students have attained MLL (i.e. 50% attainment) in critical thinking as against 15.4% who have not attained MLL in this skill. And this was found to be true for both PUC 1 and PUC 2 students (CC=.066, .632). This difference was not significant.

4. Minimum Levels of Learning in Creative Thinking
Table 5. MLL in life skill of Creative Thinking of PUC 1 and PUC 2

ML4		School		Total	Test Statistics
		PUC 1	PUC 2		
not att	F	3	3	6	CC = .056; P=.685
	%	13.6%	10.0%	11.5%	
att	F	19	27	46	
	%	86.4%	90.0%	88.5%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 88.5% students have attained MLL (i.e. 50% attainment) in creative thinking as against 11.5% who have not attained MLL in this skill. And this was found to be true of both PUC 1 and PUC 2 students (CC=.056, .685). This difference was not significant.

5. Minimum Levels of Learning in Effective Communication and Self-awareness
Table 6. MLL in life skill of Effective Communication and Self-awareness of PUC 1 and PUC 2

ML5		School		Total	Test Statistics
		PUC 1	PUC 2		
not att	F	6	11	17	CC = .098; P=.476
	%	27.3%	36.7%	32.7%	
att	F	16	19	35	
	%	72.7%	63.3%	67.3%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 67.3% have attained MLL (i.e. 50% attainment) in effective communication and self-awareness as against 32.7% who have not attained MLL in this skill. And this was found to be true of both PUC 1 and PUC 2 students (CC=0.098; .476). This difference was not significant.

6. Minimum Levels of Learning in decision-making
Table 7. MLL in life skill of decision-making of PUC 1 and PUC 2

ML6		School		Total	Test Statistics
		PUC 1	PUC 2		
not att	F	4	5	9	CC = .020; P=.887
	%	18.2%	16.7%	17.3%	
att	F	18	25	43	
	%	81.8%	83.3%	82.7%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 82.7% of the students have attained MLL (i.e. 50% attainment) in decision-making as against 17.3% who have not attained this skill. This was found to be true of both PUC 1 and PUC 2(CC=0.020; .887). The difference in attainment was not significant.

7. Minimum Levels of Learning in Problem Solving and Critical Thinking
Table 8. MLL in life skill of Problem-Solving and Critical Thinking of PUC 1and PUC 2

ML7		School		Total	Test Statistics
		PUC 1	PUC 2		
Not att	F	4	6	10	
	%	18.2%	20.0%	19.2%	CC = .023; P=.869
att	F	18	24	42	
	%	81.8%	80.0%	80.8%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 80.8% of the students have attained MLL (i.e. 50% attainment) in problem-solving and critical thinking as against 19.2% who have not attained this skill. This was found to be true of both PUC 1 and PUC 2 (CC=0.023; .869). The difference was not significant.

8. Minimum Levels of Learning in Total Life Skills (7 paired/individual LS)
Table 9. MLL in Total Life Skills of PUC 1 and PUC 2

ML8		School		Total	Test Statistics
		PUC 1	PUC 2		
not att	F	1	3	4	
	%	4.5%	10.0%	7.7%	CC = .101; P=.466
att	F	21	27	48	
	%	95.5%	90.0%	92.3%	
Total	F	22	30	52	
	%	100.0%	100.0%	100.0%	

On the whole 92.3% of the students have attained MLL (i.e. 50% attainment) in all the 7 paired LS/individual LS studied here as against 7.7% who have not attained MLL in these skills. This was found to be true of both PUC 1 and PUC 2 students (CC=.101;.466). The difference was not significant.

As the pattern of attainment of MLL in both the schools is the same, and the differences in values are not significant, therefore, the hypothesis is accepted.

Conclusions

The hypothesis is accepted and the attainment of MLL in the 7 paired individual life skills in the 2 schools is the same. Across the 2 schools there is a range of 67% to 96% attainment of MLL in the seven paired life skills. The MLL (with 50% scores in life skills mentioned here) is high.

Recommendations

The questionnaire tool prepared through check-listing textbooks and syllabi of PUC evince a

number of generic life skills (WHO, 1994, 1997) introduced and worked out through problems, activities and projects. It is recommended that a life skill curriculum and thereafter mastery learning be introduced in life skills so that out of the 7 paired life skills (the competencies) all the 7 be completely attained by all the 52 students of the two colleges. This would ensure complete attainment of life skills and thereby improve the academic performance of students in various content areas of the Biology curriculum.

Limitations of the Study

The MLLs have seen fixed at 50% scores based on the scheme put forward by Dave *et al.* (1991). Mastery learning has not been taken into consideration here as life skills is a relatively new subject of co-scholastic dimension being introduced into the curriculum only of CBSE (Shiv Khera, 2006). CCE(2010) has advocated measurement of life skills using descriptive indicators. Though CBSE(2010) has brought out a manual on life skills, Life skills have not been introduced into the curricula of state PUC levels studied here. The MLL in life skills has been determined based on life skills integrated into a Biology curriculum and not based on a curriculum of life skills or life skills education.

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INSECURITY IN RELATION TO ACADEMIC ACHIEVEMENT

T. J. M. S. Raju
Principal, KPN College of Education, Gantyada, Vizianagaram, Andhra Pradesh
E-mail : mounitalluri@gmail.com

Abstract
The present study pointed out on insecurity in relation to academic achievement of secondary school students, in East Godavari District of Andhra Pradesh, India. Academic achievement can be obtained by many factors of the students related to cognitive, psychomotor and affective fields. Insecurity in feeling of discomfort, lack of security, feeling of loneliness and a disadvantage situation, so in this situation the students progress will be disturbed or it may be fluctuated. So the study focused on these issues. The data were collected from 150 secondary school students in East Godavari District. The Insecurity scale constructed and standardized by (Rao, 2003) was taken for this study to find out the insecurity levels from home, society and school environments. The academic achievement has taken from the half yearly examination total marks in all subjects. The data were analyzed with the help of statistical procedures using means, standard deviations, t-values, chi-square and correlation tests. The results were discussed according to the significant values obtained. Based on the results certain conclusions were drawn and given the educational implications.

Introduction

In human life, from birth to death every human being requires safety and security and every stage. Human beings have many needs. Since the feeling of in security is one of the important determinants of mental health. Every individual is trying to secure the feelings of security. Rejected and over-protected children, problematic parents and unemployment will lead to feelings of insecurity.

Significant developmental tasks at the adolescent period is achieving acceptance of the peer group. All the students in a classroom cannot be a like depending upon their parental background, their brought up, their success and failures, their interaction with classmates, their influence on peer group and either develops affection or aversion towards each other. Boys and girls at this stage may respond to their elders with irritation, distrust and suspicion.

However studies indicate that adolescent students develop strong likes and dislikes even towards their classmates. As seen before the child feels secure when he had no problems due to his parents, teachers and peer group. Hence school and society play on important role in creating or robbing the security of the child.

So the feelings of insecurity are not causes. They are caused by factors in the pupils' situation against his developmental background. When a person has to feel secures in his ability to meet any challenge in his life, he will be facing the problem of continuous adjustment to an ever changing world. So it is almost important for the teacher to find their insecurity levels and the seasons for them.

Academic Achievement

It is related to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulations of objects, symbols and ideals. Assessment of academic performances has been largely confined to on evaluation in terms of information, knowledge, and understanding. It is universally accepted that the acquisition of actual data is not an end in itself but an individual who has received education should show evidence of having understood them. But for obvious reasons the examinations are largely confined to the measurement of the amount of information which students have acquired.

Insecurity means the feeling of being unable to cope up or feeling unsafe, threatened or amigos by various factors affecting at home, school and society (Mangal, 1981).

Academic achievement means the total performance in different subjects in terms of total scores that are obtained from half-yearly examinations in all subjects.

Best (1986) stated that the review of literature can help the research possibilities and gives in sight to a specific one. The review studies conducted on these variables are mentioned.

Related Studies

Pyari (1980) investigated about the feeling of security, family attachment and value of adolescent girls in relation to their educational achievement. The results shown that the relationship between the security and insecurity scores and the educational achievement scores were negative and significant. The relationship between the family attachment scores and the educational achievement scores were negative. The relationship between the security, insecurity of relation between academic achievement and insecurity is found negative.

Suneetha (2002) studied on insecurity of rejects among VII class students. The results revealed that the moderate level of insecurity is seen at home, school and society. The mean value of English medium schools is more than the Telugu medium schools.

Hitesh (2003) conducted a study on feeling of security, insecurity of adolescent pupils in relation to certain variables. The findings stated that there is significant interaction effect of area and sex on feelings of security and insecurity. There is no significant interaction effect of area and I.Q. on security.

Narayanamma (2004) in her study found that there is no low level of insecurity among III class students. There is no low level of insecurity of VIII Class students with respect to the areas of home, school and society. There is no significant difference between boys and girls regarding their levels of insecurity. There is no low level of insecurity of VIII Class students with respect of the place of residence. There is no significant difference in the levels of insecurity of VIII students with respect to the medium of instruction. There is no relationship between the levels of insecurity and academic achievement of VIII Class students.

Problem

In this study the problem considered was a study of insecurity in relation to academic achievement of secondary school students in East Godavari District of Andhra Pradesh, India.

Variables of the Study

The variables like gender (boys and girls), locality (rural and urban), and medium of instruction (Telugu and English) are the demographic variables and the dimensions of insecurity was home, society and school. The academic achievement is the second dependent variable.

Objectives

- To find out the level of in security among secondary students and with respect to the home, society and school areas.
- To find out the association between insecurity and academic achievement in three levels of high, moderate and low.
- To find out the relationship between insecurity and academic achievement.

Hypotheses

- There would be no significant difference insecurity of secondary students with respect of their gender, medium of instruction, location of school and in the areas of home, society and school.
- There would be no significant association between insecurity and academic achievement.
- There would be no significant relation between insecurity and academic achievement of secondary students.

Tools Used

The standardized tool constructed and standardized by Rao (2003) consisting of 35 items in three areas of home, society and school environments. Each statement is represented with three alternatives. The respondent has to tick Mark (√) on any of the three answers either for mostly/ rarely/ never. The questions 1-10 belong to home 11-20 belong to society and 21 to 35 belong to school environments. The questionnaire consists of both positive and negative items. The scoring criteria for positive items are 1, 2, and 3 and for negative items it is 3, 2 and 1 respectively. So the range of the scoring will be 35-105. The reliability of the test is 0.45 which is reliable obtained by split-half method by Spearman-Brown prophecy formula.

Administration

The 35 item insecurity scale was administered to the secondary students of E.G. District located some selected schools by giving proper instructions. The filled in questionnaires were collected from the students along with their half-yearly marks total in all subjects were taken from their class teachers.

Sample

The final sample after data collection was 150. The bifurcation of sample is 58 Boys and 92 girls, secondly 45 English medium students and 105 Telugu medium students and 75 urban and 75 rural school students. The sample is collected by way of random sampling method. The size of the sample is quite appropriate and suitable for the present study.

Statistical Procedures Used

To test the null hypotheses of the study certain statistical procedures like Means, Standard deviations, CR-values, Chi-square and Correlation tests were adopted. The statistical procedures were done according to the guide lines of Guilford (1978) and Garret (1988).

Limitations of the Study

- The study is limited to secondary school students of East Godavari District, by adopting three Demographic variables.
- The sample is limited to 150 secondary students from some selected secondary schools in that area.

Results and Discussion

Table 1. Comparison of Insecurity across three variables

S. No.	Variable	Category	N	Mean	S.D.	C.R.
1.	Gender	Boys	58	61.65	9.82	0.34
		Girls	92	61.07	10.75	
2.	Medium	English	45	57.00	9.86	8.04**
		Telugu	105	69.67	8.88	
3.	Locality	Urban	75	62.0	11.51	0.42
		Rural	75	62.66	7.10	

**P < 0.01.

The comparison values of Means, SD's and CR-values of gender, medium and locality were tabulated in table-1. The variable medium of instruction is differed significantly and the hypothesis is rejected. The other two variables gender and locality were not differed significantly and the null hypotheses are accepted.

Table 2. Comparison of Dimensions of Insecurity across three variables

S.No.	Dimension	Variable category	N	Mean	S.D.	C.R.
1	Insecurity at Home	Boys	58	14.5	2.86	18.75**
		Girls	92	22.0	1.10	
		English	45	14.26	2.87	6.43**
		Telugu	105	17.85	3.72	
		Urban	75	18.2	4.40	2.85**
		Rural	75	16.4	3.28	
2	Insecurity at Society	Boys	58	17.84	4.52	0.99
		Girls	92	18.5	3.60	
		English	45	19.0	4.82	2.55*
		Telugu	105	18.65	3.96	
		Urban	75	18.68	4.13	0.90
		Rural	75	18.08	4.11	

S.No.	Dimension	Variable category	N	Mean	S.D.	C.R.
3	Insecurity at School	Boys	58	24.94	6.02	6.80**
		Girls	92	31.57	5.49	
		English	45	23.35	4.87	2.96**
		Telugu	105	26.0	5.36	
		Urban	75	25.54	5.52	7.68**
		Rural	75	18.6	5.54	

*P < 0.05, **P<0.01

The comparison values of Means, SD's and CR-values of gender, medium and locality related to insecurity at home, society and school were tabulated in table-2. The three variables related to insecurity at home were differed significantly and the hypotheses were rejected. The variable medium of instruction related to insecurity at society was differed significantly and the null hypothesis was rejected. The three variables related to insecurity at school were differed significantly and the null hypotheses were rejected. The variables gender and locality related to insecurity at society were not differed significantly and the null hypotheses framed on these variables are accepted.

Table 3. Association between levels of Insecurity and Academic achievement

Categories	High Achievers > 448	Moderate Achievers 243-448	Low Achievers < 243	Total
High Insecurity >71	0 (3.46)	10 (13.06)	10 (2.66)	20
Moderate Insecurity 48-71	17 (18.2)	73 (68.6)	15 (18.2)	105
Low Insecurity < 48	9 (3.95)	15 (16.33)	1 (4.33)	25
Total	26	98	26	150

The high, moderate and low achievers and insecurity scores of associations were tabulated in table: 3.The obtained chi-square value is 28.35 and the table value is 9.488at 0.05 levels. So it can be observed that there exists a significant association between the level of insecurity and level of academic achievement in school subjects. So the null hypothesis framed on association was rejected.

Table 4. Relationship between Insecurity and Academic achievement

S. No	Variables	N	r-value
1	Insecurity	150	0.40*
2	Academic Achievement	150	

*p < 0.05

The total insecurity scores of 150 students and academic achievement total marks of 150 students relationship value was tabulated in table: 4. Academic achievement marks were taken from the half yearly examination total marks of all subjects of each candidate. It can be observed that the value is positive and significant. So the null hypothesis is rejected and there is a significant relationship between insecurity and academic achievement.

Conclusions

- There is a significant difference of insecurity between English and Telugu Medium students.
- There is a significant difference of insecurity in home area between boys and girls, English and Telugu medium students and urban and Rural and students.
- There is a significant difference of insecurity in society area between English and Telugu medium students.
- There is a significant difference of insecurity in school area between Boys and Girls, English and Telugu medium school students and urban and rural area students.
- There is a significant association between the levels of insecurity and levels of academic achievement in school subjects among secondary students.
- The co-efficient of correlation between insecurity and the academic achievement is 0.40 which is positive but low which means the insecurity has shown little influence or the academic achievement.

Educational Implications

Insecurity is in a way the result or dissatisfaction of various needs. It may be both the cause and effect of many psychological inadequacies. Hence parents and teachers and also the well wishers of the children have to understand and care to see that the children don't feel insecure in every way.

Secondary students being in the adolescent period struggle much to be identified with the peer groups, neighborhood and school. If they can't be successful in their attempts they may feel insecure psychologically.

It is also found that the direction of influence of insecurity on academic achievement is negative which has to be carried more by the parents and teachers who wish for good achievement.

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COMPARATIVE STUDY ON MOVEMENT-RELATED PHYSICAL FITNESS OF HEIGHT–WEIGHT MATCHED THIRTEEN- AND FOURTEEN-YEAR MALE STUDENTS OF URBAN AND RURAL AREA

Prasenjit Barman
Research Scholar, Department of Physical Education, University of Kalyani

Dr. Sanjib Mridha
Associate Professor, Department of Physical Education, University of Kalyani
E-mail : sanjib_mridha@rediffmail.com

Abstract

Physical fitness has been considered an essential element of everyday life. In the present study an attempt has been made to compare health-related physical fitness (HRPF) of height-weight- matched rural and urban teenage male students of particular age. Criterion measures were the HRPF components (excluding cardio-respiratory endurance), viz., muscular strength and strength-endurance (MSE), flexibility and body composition (% BF & LBM). The study was carried out on 120 male students (60 –rural, 60 – urban). Data were collected using standard tests. Height-weight range for 13-year group: Height - 150.0 to 156.5 cm, Weight – 39 to 44 kg; and 14-year group: 156.5 to163.0cm and 44 to 49.5kg respectively. Muscular strength was measured by grip strength, MSE – one-minute sit ups, flexibility – sit-and-reach test and %BF and LBM – skinfold method. The data were analyzed and compared with mean, standard deviation (SD), and t-test with SPSS version 11.5. Significance difference (p<0.05) was observed in muscular strength, MSE, flexibility, %BF and amount of fat but not in LBM between rural and urban 13-year group. Significance difference was also observed in MSE, flexibility, %BF but not in LBM and muscular strength of 14-year rural and urban groups. In 13-year group, rural students were better in flexibility but urban students were better in grip strength, MSE and %BF. In 14-year group, rural students were superior in flexibility but urban students were superior in MSE and %BF. Therefore, the study was concluded that movement-related physical fitness do differ in rural and urban area teen boys students.

Key Words : Movement-related physical fitness, Teens, Rural and urban students

Introduction

The current emphasis in physical fitness has shifted from performance-related to health-related indicators. HRPF has been viewed as a narrower concept focusing on the aspects of fitness that are related to day-to-day functioning and health maintenance[1].The concept of HRPF is operationalized as a composite of cardio-respiratory endurance, musculoskeletal function of the trunk and body

composition, specifically adiposity[2].

Physical fitness is recognized as an important component of health [3] and it may be important for the performance of functional activities and quality of life[4]. HRPF components are i.e., aerobic capacity, muscle strength and endurance, flexibility and body composition[5]. The purpose of the study was to compare rural and urban 13-14 year students in terms of their HRPF.

Methods and Materials

One hundred and twenty students of thirteen- and fourteen-year old of similar height weight matched[6] were the subject of this study. The study was carried out on 120 male students (60 –rural, 60 – urban). Parameters of HRPF were muscular strength (MS), muscular endurance (ME), flexibility[8], %body fat (%BF)[7], fat mass (FM) and lean body mass (LBM).

Results and Discussion

Table 1represents the description of personal data in mean (SD) of urban and rural area students of thirteen years age. In height, weight and BMI parameters the calculated value was less than the tabulated value. Therefore, the difference between two groups was statistically not significant.

Table 1. Mean, SD & t-value of 13-year groups' personal data

Variables	Measured by	Urban	Rural	t-value
Height	Stadiometer (cm)	153.7±2.2	153.8±2.4	0.20^{ns}
Weight	Wt. machine (kg)	40.1±1.11	39.8±1.3	0.85^{ns}
BMI	wt-ht Ratio (kg/m^2)	17.2±0.76	16.9±0.58	1.89^{ns}

ns = not significant

Table 2 represents the description of data of urban and rural area. Results of health-related physical fitness parameters of thirteen years boys i.e.; MS, ME, Flexibility, %BF, FM and LBM have been presented in mean and (SD). In MS parameter the students of urban area was 32.30 ±14.05 kg

Table 2. Mean, SD & t-ratio of 13-year group in HRPF parameters

Variables	Measured by	Urban	Rural	t-value
MS	Gr. strength(kg)	32.3±14.05	25.17±10.7	2.21*
ME	Sit up(1-min)	24.30±5.83	21.47±5.16	2.02*
Flexi.	Sit-reach(inch)	1.75±2.91	3.87±2.53	3.01*
%BF	Skf.Caliper(mm)	11.97±5.70	8.79±1.33	2.98*
FM	Fat mass(kg)	4.98±2.61	3.52±0.51	2.99*
LBM	Weight-Fat(kg)	35.96± 1.79	36.55±1.56	1.36^{ns}

ns = not significant;*Significant at 0.05 level ($t_{0.05}58=2.00$)

(mean ±SD) and the students of rural area was 25.17 ±10.73 kg. The obtained t-value 2.21 was greater than the tabulated value 2.00 (df=58), therefore, the difference between two groups in MS was statistically significant (p>0.05). In case of ME the students of urban was 24.33 ±5.83 and the students of rural was 21.47 ±5.16. Here, the calculated t-value 2.02 is greater than the tabulated t-value; therefore, the two groups had difference in ME. In flexibility parameter the students of urban was 1.75 ±2.91 inch and the students of rural area was 3.87 ±2.53. The obtained t-value 3.01 was

greater than the tabulated value; therefore, the difference between two groups in flexibility was statistically significant. In case of %BF the students of urban was 11.97 ±5.70 mm and the students of rural was 8.79 ±1.33 mm. Here, the calculated t-value 2.98 was greater than the tabulated value; therefore, the two groups had difference in %BF. In case of FM the students of urban was 4.98 ±2.61 kg and the students of rural was 3.52 ±0.51 kg. Here, the calculated t-value 2.99 was greater than the tabulated value. Hence, the difference between two groups in FM was statistically significant. In case of LBM the students of urban was 35.96 ±1.79 kg and the students of rural was 36.55 ±1.56 kg. Here, the calculated t-value 1.36 was less than the tabulated t-value; therefore, the two groups did not differ in LBM.

Table 3 represents the description of personal data in mean (SD) of urban and rural area students of fourteen years age. In height, weight and BMI parameters the calculated value was less than the tabulated value. Therefore, the difference between two groups was statistically not significant.

Table 3. Mean, SD & t-value of 14-year group's personal data

Variables	Measured by	Urban	Rural	t-value
Height	Stadiometer (cm)	159.7±2.38	160.7±1.78	1.90^{ns}
Weight	Wt. machine(kg)	45.8± 1.1	45.67±1.67	0.36^{ns}
BMI	wt-ht Ratio (kg/m^2)	17.92± 0.61	17.67±0.62	1.63^{ns}

ns=not significant

Table 4 represents the description of data on HRPF of urban and rural area. Results of HRPF parameters of fourteen years boys i.e.; MS, ME, Flexibility, %BF, FM and LBM have been presented in mean and SD. In MS parameter the students of urban area was 40.30 ±11.53 kg (mean ±SD) and the students of rural area was 41.60±7.81 kg. The obtained t-value 0.53 was less than the tabulated value; therefore, the difference between two groups in MS was not statistically significant (p>0.05).

Table 4. Mean, SD & t-value of 14-year group in HRPF parameters

Parameters	Measured by	Urban	Rural	t-value
MS	Grip strength(kg)	40.30±11.53	41.60±7.81	0.53^{ns}
ME	Sit up(one-min)	28.20±4.99	23.97±7.52	2.57*
Flexibility	Sit-reach(inch)	2.28±2.47	4.78±2.48	3.91*
%BF	Skf. caliper(mm)	11.35±5.11	8.07±3.34	3.34*
FM	Fat mass(kg)	5.36±2.59	3.70±0.82	3.36*
LBM	Weight-Fat(kg)	41.44±2.21	42.04±1.57	1.21^{ns}

ns = not significant;*Significant at 0.05 level ($t_{0.05}58=2.00$)

In case of ME the students of urban was 28.20 ±4.90 and the students of rural was 23.97 ±7.52. Here, the calculated t-value 2.57 was greater than the tabulated t-value. Therefore, the two groups had difference in ME. In flexibility, the students of urban was 2.28 ±2.47 inch and the students of rural area was 4.78 ±2.48. The obtained t-value 3.91 was greater than the tabulated value; therefore, the difference between two groups in flexibility was statistically significant. In case of %BF the students of urban was 11.35 ±5.11 mm and the students of rural was 8.07 ±1.68 mm. Here, the calculated t-value 3.34 was greater than the tabulated value. Therefore, the two groups had difference in %BF. In case of FM the students of urban group was 5.36±2.59 kg and the students of rural was 3.70 ±0.82 kg.

Here, the calculated t-value 3.36 was greater than the tabulated value. Therefore, the difference between two groups in FM was statistically significant. In case of LBM the students of urban was 41.44 ±2.21 kg and the students of rural was 42.04 ±1.57 kg. Here, the calculated t-value 1.21 was less than the tabulated t-value. Therefore, the two groups did not differ in LBM.

Among the six HRPF parameters of two age groups, difference between urban and rural students were observed in ME, flexibility, %BF and FM. ME of urban students were superior, however, flexibility of rural students were superior to the urban students. In both age groups, urban students possessed greater %BF and FM than the rural students. In both age groups no difference was observed between rural and urban students in LBM. MS of does differ between rural and urban students and the urban students are superior to the rural boys. However, in 14-year age group two groups do not differ.

Conclusions

On the basis of the finding of the study on height weight matched 13-year and 14-year urban and rural students the following conclusions on HRPF were drawn:-

i) Urban and rural students of both age groups do differ in muscular endurance, flexibility, %BF and fat mass.
ii) Students of both age groups of rural and urban area do not differ in lean body mass.
iii) Muscular strength of urban students is superior to rural students in 13-year group but in 14-year group two groups are at par.

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A COMPARATIVE STUDY OF SCHOLASTIC ACHIEVEMENT OF SCHOOL STUDENTS OF GUJARAT STATE STUDYING IN GUJARATI AND ENGLISH MEDIUM WITH REFERENCE MATHEMATICS

Chetana A. Buch
Ph. D. Research Scholar, Kadi Vishva Vidyalay, Gandhinagar, Gujarat

Introduction

Right to Education Act (RTE) recently passed by the Central Government has recommended that the medium of instruction at the primary level should be the regional language of the state in which the schools exist. The elementary level according to the Right to Education Act is up to Class VIII. The Right to Education Act has to be ratified by the state governments. This has put some of the states in dilemma since the composition of the population and the liking for the regional language and the English as a medium instruction differ from state to state. Most of the states are already following the regional languages as medium of instruction in government schools barring a few states like Goa. However, many elite private schools throughout the country use English as the mediums of instruction. The rules of the central or state governments apart most of the parents who want to give a good educational base to their children prefer the private schools where the medium of instruction is English. Parents in certain states desire that the medium of instruction at primary level should be English or at least they have demanded that the primary level should be up to Class IV or V and not Class VIII as laid down under the Right to Education Act.

In Gujarat, Gujarati is the regional language and government has given the status of first language where as national language and the foreign language i.e. Hindi and English hold secondary position. English naturally comes next to mother tongue. But as explained above, English becomes important and necessity of English is increasing. In any field of education or technology, we can't walk without English. That's why there is a craze of parents to educate their child in English medium. Thus, the issue of bilingual education was emerged.

Statement of the Problem

A Comparative Study of Scholastic Achievement of School Students of Gujarat State Studying in Gujarati and English Medium with Reference to Mathematics

Definition of the Key Terms

Following definitions were theoretically, and operationally defined**.**

- A Comparative Study.
- Scholastic Achievement.
- Students.
- Gujarati as a medium of instruction.
- English as a medium of instruction.
- Mathematic.

Objectives

Objectives of the present paper were as follows.

- To study the main effect of medium of study on academic achievement in Mathematics.
- To study the main effect of gender on academic achievement in Mathematics
- To study the main effect of area on academic achievement in Mathematics
- To study the interaction effect of medium ,gender and area on academic achievement in Mathematics.

Hypothesis of the Study

Ho:1   There would be no significant effect of academic achievement between Gujarati medium and English medium students with reference to Mathematics.

Ho:2   There would be no significant effect of academic achievement between Rural areas and Urban area's students with reference to Mathematics.

Ho:3   There would be no significant effect of academic achievement between male and female students with reference to Mathematics.

Ho:4   There would be no significant effect of interaction between the medium of instruction, area and gender on academic achievement with reference to Mathematics.

Variable of the Study

The present study has gender, area and medium of education are independent variables.

Area of Research

Present study deals with psychology of education.

Type of Research

Present study was classified under the quantitative research.

Delimitation of the Study

➢   The person study was conducted only on the 9th students only.
➢   The present study was delimited to Gujarat state only.
➢   The present study was delimited to Gujarat Secondary Education Board's schools only.

Research Method

The method of the present study was Descriptive Research Method. Survey Study Method was used in Descriptive method.

Population

The population of present study consists all granted and non-granted Sec. Schools of Gujarat. As per data given by secondary education board, Gandhi nagar almost six lacks students were registered for S.S.C. examination were considered as a population of the study.

Sample

   In the present study schools of Gujarat are selected by Purposive Sampling Method and schools were selected by Stratified Random Sampling Method. Students of these schools are selected by cluster sampling method. Final sample of the present study are 4000 male and female students of Gujarati and English medium schools from rural and urban area of Gujarat state.

Construction of Tool

   For the present study, investigator had decided to construct his own achievement test for mathematics, science and social science subjects. Each subjects carried 25 marks. Total 75 marks achievement test was prepared. Researcher has followed necessary steps were followed by the researcher.

Process of Data Collection and Analysis

   For data collection, investigator went to each and every school. After permission of principal, achievement test was given to students in their school time.

Following techniques were used for analysis of Data:

• To study the achievement test, achievement test score according to different level of variable Frequency distribution were peppered.

• To study academic achievement to different variables ANOVA (Analysis of variance) and t-test were used.

Testing of Null Hypothesis

   For testing of null hypothesis, t-value was obtained. Comparing the obtained t-values with the value at 0.05 and 0.01 level. By this we can study that which variable affects the scholastic achievement of students of Gujarat studying in Gujarati and English medium with reference to some variables.

No.	Hypothesis	F-value	Level of Sig.	Accepted / Rejected
Ho_1	There would be no significant effect of academic achievement between Gujarati medium and English medium students with reference to Mathematics.	17.10	Sig. at 0.01. level	Rejected
Ho_2	There would be no significant effect of academic achievement between Rural areas and Urban area's students with reference to Mathematics.	2.58	N.S	Accepted
Ho_3	There would be no significant effect of academic achievement between male and female students with reference to Mathematics.	1.54	N.S	Accepted
Ho_4	There would be no significant effect of interaction between the medium of instruction, area and gender on academic achievement with reference to Mathematics subject.	9.46	Sig.at 0.01 level	Rejected

Findings

A. Effects of Medium of Instruction :
1. There is a significant difference between the mean score of academic achievement of Gujarati medium and English medium students in Mathematics.

B. Effect of Area :
1. There is no significant difference between the mean score of academic achievement of Rural and urban area's students .

C. Effect of Gender :
1. There is no significant difference between the mean score of academic achievement.

D. Interaction Effect :
1. There is a significant effect of interaction between medium of instruction and area on the mean score of academic achievement.
2. There is no significant effect of interaction between medium of instruction and gender on the mean score of academic achievement.
3. There is no significant effect of interaction between area and gender on the mean score of academic achievement.
4. There is no significant effect of interaction between medium of instruction, area and gender on the mean score of academic achievement.

Recommendation
➢ Govt. should adopt proper education policy to solve the issue of medium of education. Education ministry should formulate a proper Education policy and education system and they have to make it easy learning for the students rather than the burden over the poor tiny students.
➢ English is our primary requirement in the time of globalization. So English should be compulsory with our regional language till the primary standards.
➢ Parents have the option of sending their children to English medium schools or regional language school; they should consider their family background, school facility, teaching staff etc.
➢ Teacher should pay more attention to improve their language skills and they can do it because they have to make the education system more powerful.
➢ The Government should provide extra teaching training of English subject where phonetics and accent is also being learnt to teachers.
➢ Schools must design their curriculum keeping in mind future aspects. So they should give importance English with regional language.
➢ The government can higher faculty on few salary where the teacher will have to give general classes for English primary level to improving their reading, writing skills of English. It helps students to improve their reading and speaking English.
➢ Education is most important for developing the nation but learning a language and having quality education are two different things. So government should try to improve quality of students. So government should provide god facilities, good teachers and proper education system.

Conclusion

It is better to have English taught as a subject rather than impose a bad English medium education. Equipping English language education with the essentials in the native medium schools would benefit learning in general and language learning in particular. But converting schools to become English medium without proper support would be detrimental and counterproductive. Schools can be developed as multimedia schools where both the content subjects and the language are taught and learnt well in a complementary and supplementary manner. A 'language across the curriculum' perspective and a strategy of multilingualism (NCERT 2005) would be of benefit on many counts. The centrality of language in learning needs to be recognised. English, then, can play a vital role as a language of mutual benefit – benefiting Indian languages as well as itself – and so enriching education as a whole.

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A STUDY OF MARXISM OF ARUNDHATI ROY'S 'THE GOD OF SMALL THINGS'

Debabrata Karmakar
Assistant Teacher, Sankrail A. C. High School, Howrah, West Bengal
Email : debabratakarmakar2013@gmail.com

Abstract

This paper aims at placing Arundhati Roy's Booker prize winning novel The God of Small Things under icy scrutiny of Marxism to highlight a class struggle between Proletariat and bourgeois capitalists in a Marxist state. But it is very interesting to note that here the Marxists are not for the downtrodden but for the bourgeois and capitalists. This state has also been suffering from the problem of untouchability but the local party or the state administration has no ability, sincerity, or vision to challenge and solve the problem. Instead, some Marxist leaders take the advantage of the caste system for their own selfish motifs. This paper also endeavors to point out how an imaginary Marxist state 'Ayemenem' in Kerala acts as an embodiment of a repressive ,all powerful state(namely a 'panoptic' state) that circulates its ideology through both its 'Repressive State Apparatus' and its 'ideological State Apparatus'. In fact, in this novel the Marxist party (C.P.I.M) adopts different strategies to keep the interest of the privileged class and to keep the power wheel of their party moving. In this paper, I shall highlight and analyze the main strategies adopted by the Marxist party in detail.

Marxist criticism considers those texts as literary texts which reflect the true picture of society with its class conflicts, social and economic contradictions and which endeavor to shake us from our passive acceptance of a capitalist society which circulates its ideology through hegemony, repressive and ideological state apparatus. From this perspective, Arundhati Roy's The God of Small Things is a perfect example of a Marxist text because it reflects a true picture of society with its class conflict, socio-economic and religious contradictions. Moreover, it also shakes us from our passive acceptance of a capitalist society in a Marxist state.

Before analyzing the text from a Marxist point of view, I would like to give a very short description of socio-economic, religious and political background and history of Kerala and its impact on the story and main characters of the novel. Khurshid Alam's paper entitled "Untouchables in the God Of small Things" published in 'The Postcolonial Web' provides us necessary information about it. We have come to know from the paper that Ammu's family belonged to Syrian Christian who believed Apostle Thomas as their founder. Beside Syrian Christians in Kerala there are also Roman Catholic ,Nestorian , Marthoma and Anglican Christians. Upper class Hindu avoided Syrian Christians because of the socio- political changes brought about by colonial rule.

Roy points out, "Even though a number of Paravans and members of other low castes converted to Christianity, they were made to separate churches and thus continued to be treated as "untouchables". After independence, they were denied government benefits created for untouchables

because officially, on paper, they were Christians and therefore casteless."(Roy 71)

The society represented in the novel is suffering from the problem of "untouchables". Firstly, There are Paravans who are who are deprived of basic human rights. Secondly, there are metaphoric untouchables in high castes.

There is a sharp economic contradiction presented in the novel. Velutha belongs both to the lower caste or Paravans and working class or Proletariat. He is oppressed by the high class bourgeois. Ammu, a divorcee is also suppressed by the elite patriarchal society. The poor workers in the pickle factory are exploited by both Bourgeois Marxists-Comrade Pillai and Chacko.

In 1957, under E.M.S. Namboodiripad Kerala became the first Indian state ruled by a communist government. Despite a damaging split in the party in 1964,the communist -led government ruled Kerala for a long time. Roy writes that the reason behind Communist party's success in Kerala was that "it never overtly questioned the traditional values of a caste-ridden, extremely traditional community. The Marxists worked from within the communal divides, never challenging them, never appearing not to."(Source: Khurshid Alam: Untouchables in The God of Small Things)

However, the main aim of this paper is to decipher a class struggle between proletariat and bourgeois capitalist in a Marxist state and to discover the different strategies adopted by the Marxist party to keep the interest of the privileged class and to keep the power wheel of their party moving. The different strategies adopted by the ruling party are-

a) The double standard maintained by the party leaders.
b) Transforming a democratic state into a 'panoptic' state.
c) By applying Repressive and Ideological State Apparatus.

Now I shall discuss and analyze above mentioned points in details :

a) It is presumed that in a Marxist state the Marxist leaders safeguard the interest of the working class and the downtrodden but in this novel we see that the Marxist leaders ironically try to marginalize the subalterns and the downtrodden and to maintain the interest of the privileged class by keeping up 'Double Standard'.

This 'Double Standard' is clearly seen when Comrade Pillai incited the workers of ' Paradise Pickles and preserves' to strike against their owner Chacko but he did not mention his name because of his close friendship with the elite Marxist Chacko .Comrade Pillai instigated the workers of the factory against Chacko in order to show that Marxists are always for the Proletariat but for their friendship he never referred his name but always as 'the Management' as though "Chacko was many people". Moreover, he had his own private dealing with Chacko. He had a business. He had a contract with Chacko for printing 'the Paradise Pickles labels.' In order to keep his conscience clear he assured himself by saying that "Chacko-the client and Chacko -the Management were two different people." However, Chacko's Marxism was merely bookish. He had no real understanding of Marxism. He was a selfish capitalist under the mask of a Marxist. He not only exploited the workers in his factory but also sexually abused the female workers of his factory. This 'Double Standard' is again emphasized when Comrade Pillai deliberately distanced himself from Velutha in order to get a constant support of other factory workers of Chacko although he gave slogans 'caste is class' in order to get the support of the untouchables. So, Comrade pillai maintained 'Double Standard' to keep the power wheel of their party moving.

b) Ayemenem is an imaginary place in Kerala ruled by a Marxist government. Instead of making it a free democratic state the government has transformed it into a 'panoptic state' which instead of freeing people from a Repressive State binds them more tightly to a Panoptic Government in order to remain in power for a long time.

This Panoptic Government has employed several all-powerful, all-seeing comrades in different parts of the state to observe the activities of the common people closely and to circulate party ideology among common people. Comrade Pillai is such an all-powerful, all-seeing comrade in Ayemenem.

Comrade Pillai here symbolizes an entity of a Panoptic State. He is just like a 'Big Brother' in George Orwell's 1984.He not only observed the activities of the common people closely but also interfered into their personal affairs in order to execute the power of his communist party. It is clearly manifested in the very first chapter entitled 'paradise Pickle and Preserves':

"He was the first person in Ayemenem to hear of Rahel's return. The news didn't perturb him as much as excite his curiosity. Estha was almost a complete stranger to Comrade Pillai. His expulsion from Ayemenem had been so sudden and unceremonious, and so very long ago. But Rahel Comrade Pillai knew well. He had watched her grow up. He wondered what had brought her back .After all these years."(The God of Small Things, Penguin India, P.14)

Comrade Pillai instigates the Workers at Chacko's pickle factory in order to circulate party ideology among Proletariat. His main aim was to the power wheel of their Marxist party moving. In the chapter 'Abhilash Talkies' ,Comrade Pillai "waylaid the workers of Paradise Pickles and shepherded them into his printing press. In his reedy, piping voice he urged them into a revolution. In his speeches he managed a clever mix of pertinent local issues and grand Maoist rhetoric which sounded even grander in Malayalam.

'People of the World,' he would chirrup, 'be courageous, *dare* to fight, *defy* difficulties and advance wave upon wave. Then the whole world will belong to the people. Monsters of all kinds shall be destroyed. You must demand what is rightfully yours. Yearly bonus. Provident fund. Accident insurance.' Since these speeches were in part rehearsal for when, as the local member of the Legislative Assembly, Comrade Pillai would address thronging millions, there was something odd about their pinch and cadence. His voice was full of green rice-fields and red banners that arced across blue skies instead of a small hit room and the smell of printer's ink." (The God of Small Things, Penguin India, P.120-121)

c) Arundhati Roy represents in this novel how a Marxist party ruled the state and kept the power wheel of their party moving by applying Repressive and Ideological State Apparatus.

Repressive State Apparatus is a form of power that operates by means of violence. It consists of the army, the police, the judiciary and the prison system. It operates by means of mental and physical coercion and violence.

In this novel, Roy represents the predicament of the subaltern in the hands of the Repressive State Apparatus when the state administration in the form of Police, Judiciary and the prison system ill-treated innocent, subaltern Velutha and his lover Ammu and ultimately killed the both. In the very chapter of this novel, a clear demonstration of Repressive State Apparatus is represented.

In the first chapter, we see that When Ammu went to the police station along with her two

children to save her lover Velutha, Inspector Matthew told her that "the kottayam police didn't take statements from *veshyas* or their illegitimate children."When Ammu said "she'd see about that", Inspector Matthew approached Ammu with his baton. "Then he tapped his breasts with his baton" as though "he was choosing mangoes from a basket. Pointing out the ones that he wanted packed and delivered. Inspector Thomas Mathew seemed to know whom he could pick on and whom he could not. Policemen have the instinct." (The God of Small Things, Penguin India, P.8)

Again, Repressive State Apparatus was in action when the Kottayam police "had acted on the basis of the FIR filed by" Baby Kochamma. Velutha, the Paravan had been caught. "Unfortunately he had been badly injured in the encounter and in all likelihood would not live" that night. (The God of Small Things, Penguin India,P.314)

The picture of terrible torture of police on Velutha is represented when "Velutha appeared on the scummy, slippery floor" of the prison-cell. "He was naked, his soiled mundu had come undone. Blood spilled from his skull like a secret. His face was swollen and his head look liked a pumpkin.... Police boots stepped back from the rim of a pool of urine spreading from him, the bright, bare electric bulb reflected in it."

However, "Inspector Thomas Mathew, a man of experience in these matters, was right. Velutha didn't live through the night.

Half an hour past midnight, Death came for him." (The God of Small Things, Penguin India, P.320)

Ideological State Apparatus is a term developed by Marxist theorist Louis Althuseer to denote institutions such as education, churches, family, media, trade unions etc. which were formally outside the state control but which served to reproduce capitalist relations of production.

This novel represents how a Marxist state supports caste-ridden patriarchal society and utilizes the social institutions and law to keep up the interest of the privileged class. The worst sufferers of this system represented in this novel are the downtroddens such as Ammu, Rahel, Mammachi, Baby Kochamma, factory workers and of course the downtrodden Velutha. The two elite Marxists chacko and comrade pillai utilized all the social institutions involving to the ideological state apparatus to reproduce capitalist systems of relation despite a spirited challenge made by the subalterns. The prevalent caste ridden social system was also successful to impose caste prejudices on those characters. They accepted a patriarchal capitalist society as a general way of life. So it is a sort of hegemony created by the Marxist state in order to keep the interest of the bourgeois capitalists and to oppress the subalterns and downtrodden. As for example, Ammu, a divorcee with two children came back to her father's house where she was neglected by her family members. She was neglected because of mainly three reasons- (1) She was a divorcee (2) She married a man belonging to other caste and religion (3) She might take a part of her father's property. She is, in fact, victimized by the patriarchal family structure and inheritance laws prevalent in the Syrian Christian Community in Kerala.

Ammu was also hated by her family members because she loved a Paravan, Velutha. She could not marry him because of the caste ridden patriarchal society and its subsequent Love and Marriage Law but her bold and passionate love with Velutha symbolized a subaltern woman's challenge to the power structure of a caste-ridden patriarchal society.

The second important female character in this novel is Rahel. She was oppressed in this society

because as a girl she had a double stigma-"both religious(because their father was Hindu and mother Syrian Christian) and ethnic(their father being a Bengali and mother a Keratile)"(Roy,1997,P.91)- of mixed parentage. Moreover, she and her brother Estha were the children of divorced parents. She also did not express his passionate love for her twin brother Estha because of the taboo in society.

Mammachi, the mother of Ammu and chacko was also physically and mentally tortured by her husband but she never spoke out like many other Indian women living a patriarchal society. Her son Chacko took the possession of her pickle factory and emphasized the patriarchal order of the society.

Another important female character in this novel is Baby Kochamma who was the daughter of Reverend John Ipe and was in love with the Roman Catholic priest, Father Mulligan. To get him she converted herself to Roman Catholicism. However, she was not bold enough to challenge the traditional ideas of love and marriage prevalent in the caste-ridden patriarchal society. But it was very interesting to note that she supported the conventional caste system of a patriarchal society. She hated the Hindus and did not support the inter community marriage and a divorced woman's existence in her father's house.

The ruling communist party did not have the ability, vision or sincerity to challenge sexist, casteist and communal prejudices prevalent in the society. The party was indifferent to such prejudices. Comrade Pillai and Chacko –two card carrying members represented this attitude of their party. They did not want to disturb the existing social order for their own selfish motifs and to marginalize the subalterns for the benefit of the privileged class. They marginalized a subaltern named Velutha who was suffering because of his caste and class backgrounds. They manipulated Velutha. However, when he was emotionally and sexually involved with Ammu, these two characters did not act according to the Marxist ideology. Chacko was anxious about the loss of family honour and Comrade Pillai refused to stand by Velutha, a fellow comrade. Chacko did not consider the caste and class of those subaltern women workers of his factory whom he sexually and financially exploited. His attitude to Rahel and Estha was also not impressive. In fact, he did not accept the mixed parentage of the twins. Although Chacko saved his mother from the beatings of his father, Chacko replaced her as the owner of the pickle factory and became the Marxist owner of the Pickle factory. He became a Marxist under the mask of capitalist.

Comrade Pillai was a representative of other communists in the state. He did not revolt against the hierarchical caste system which is an anomaly in a capitalist society and became an instrument to the oppression of women. Therefore, Ammu and other women are victims to the hierarchical caste system supported by the communists. He also supported the high class proletariat's resentment against the untouchable Velutha in Chacko's factory because he did not want to disturb the existing caste system of the society. So, Golam Gaus Al Quaderi and Muhammad Saiful Islam comments in Complicity and Resistance: Women in Arundhati Roy's The God of Small Things:

"Communism as represented by Roy, seems to fail as an adequate ideology in resisting inequalities." However, one of the main aims of Roy in The God of Small Things was to represent a class struggle in society and to shake us from our passive acceptance of a capitalist society in a Marxist state. So, in this novel Arundhati Roy did not criticize Marxist ideology but criticized the role played by the communists in Kerala although Ex-chief minister of Kerala comrade E.K. Nayanar said that "Roy had painted a factually incorrect picture of the social conditions in Kerala during the period 1950-70 and the role played by communist during that period."

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GENDER EQUALITY : A WAY TO SUSTAINABLE SOCIETY

Dr. Bhagirathi Biswas
Associate Professor, Department of Sanskrit, Assam University, Silchar, Assam

Abstract
Women are being rampantly discriminated, victimized, mal-treated in every sphere of life irrespective of caste, creed and religion particularly in the third-world country. Unequal treatment is being experienced everywhere. Poor education, illiteracy, social structure of the country, negative attitude towards them etc. are the prime causes of their deprivation from the society. Despite of sincere efforts from the governments as well as some NGOs, situation has been gradually improving over the period of time across the length and breadth of the country. But still we have a long way to go and to change our dominated mind-set to maintain a gender balance in our male governed society. The paper has made a modest attempt to conclude that for ensuring the sustainable society, balancing the gender equality in our country therefore is the need of the hour.

Key Words : Gender inequality, Women and sustainable society.

Backdrop of the Study

Gender inequality is discrimination people for being a specific gender. Yes, it is the feminine gender obviously who are constantly being give unequal treatment by the societal structure of our country since ages. Even being the indispensible part of the society women are economically, socially, politically marginalized by male dominated patriarchal societal structure. It is well-evident that, irrespective of caste, creed, religion, education level, occupation etc. in every sphere of life, women are being mal-treated, victimized, underestimated, being relatively physically feeble. Even in the modern day organizations there has been experience of 'glass ceiling' across the industry. Highly educated males also involve themselves in this process and practice the same rampantly across the length and breadth of the country.

India is the world's largest democracy, and the second most populous country. The country has been experiencing higher economic growth over the years, with that there has been growing trends of inequalities and discriminations with women reported. The country scores very poorly in the recent Human Development Index (2011) is 0.547, having 134th place out of a total of 187 countries reported. In the Gender Inequality Index front, country's score in 2011 is 0.617 which is very painful and miserable that placed India at 129th position out of 146 countries reported. The country's score under the even in the Global Gender Gap Index (2011) is 0.6190; 113th out of 135 countries. These facts and figures give the clear picture about the rampant gender discrimination of our country.

As against the above backdrop the present study tries to explore the nature of gender inequalities in our country and to mitigate the challenge of women empowerment for ensuring sustainable society. Thus the objectives of the study are to know the nature of gender inequality related challenges before

women in the country over the period of time; to highlight some recent government initiatives and to offer suggestive measures for ensuring sustainable society in this context. The present study is purely based on secondary sources of information primarily collected from various sources. The study mainly highlights the Indian scenario to a limited extent. Further, the study will try to establish the relationship between gender inequality and sustainable society.

Nature of Gender Inequality : Some Instances

There are varied types of gender inequalities observer and experienced across the country irrespective of caste, creed and religion. Even the girls have been proving better than their counterparts; they are victimized and un-equalized by the male dominated society.

According to Nobel Laureate Professor Amartya Sen (2001), women's uplift linked to education. The empowerment of women would remain a dream until the girl child is given equal opportunity in education and treated indifferently in relation to the male child. "Lack of education among girls is directly linked to the gender inequality. Female literacy has helped in reducing the gap between men andr women,". He highlights the growing intolerance in society. The fight for human rights will not have much relevance till it "includes the excluded".

- The birth of son is celebrated ignoring the daughters. Sons are being showered with love, affections and offered better treatments than that of their female counterpart. Boys are offered better education considering them to be the future earner of the family. The level of education imparted is lower in case of girls. The gap is wider.

- The mortality rate among the women and girls is relatively higher. Abortion of the female foetuses is being practices rampantly without any hesitation. Girls suffer more from malnutrition and maltreatment from the babyhood till childhood due to malnourishment. This leads to cause of higher rate of death of women who suffer from acute anemia, which cause the risk factor during pre and post natal phase in their life.

- Their parents are equally responsible for their grave situation. Altogether, men are always being preferred over women in our society. The country has experienced the brutal treatment with the young girls in the recent past. They become the victim of sex-violence and being commoditized. Women are deprived of their ancestral properties by their own parents and brothers. Majority of married housewives in India has been experiencing domestic violence.

- In case of an organization, they women have been experiencing the 'glass ceiling' and paid less by the company. Even the work participation rate is almost half comparing to male counterpart. The work participation rate for Indian men at 51.9% is nearly double that of the female participation rate of 25.7%. The modern and new technologies allow sex selective biases against females. Patna University has only 128 women teachers. It is indeed an interesting case of "gender inequality" in Patna University in 2012. While the number of girls studying in PU is much higher than the boys, the ratio is just the reverse in case of teachers. Of late, girls have started breaking another 'glass ceiling' in the field of higher education by outpacing boys. Over 9,000 girls are enrolled in ten constituent colleges of PU against altogether 6,000 boys.

- Even Loans are denied to single women. Women are treated as the second-class citizens of the country, in the house, community, society, religion, politics and culture.

- In August 2009, the Parliament approved an amendment to the national constitution to increase

reservations in the *Panchayats* to 50%. In March 2010, the upper house of Parliament passed another Constitutional amendment that would reserve one-third of the seats in the national and state legislatures for women, but the measure has drawn strong opposition in the Lower House.

Recent Initiatives by the Governments

- Now, the Indian women have the equal access to land and other properties are guaranteed by law from their ancestors. It is reported that a number of micro-credit initiatives by the governments have been established to increase women's access to credit.
- In 2011, the government reported that to improve women's access to the formal banking system, public sector banks were directed by the Reserve Bank to earmark 5% of their Net Bank Credit for lending to women. Credit to women from Net Bank Credit increased from 2.36% in 2001 to 6.29% in 2009.
- In the very recent budget (2012-13) the finance minister Mr. P. Chidambaram has made the announcement to start public sector banks for the women only, which will be exclusively for the women and by the women.
- In the year 2012, the government of India urged that the unemployed house-wives be given a percentage of the salary. Government considering salary for housewives from husbands (2012).The government is seriously mulling a proposal to make it mandatory for men to share a certain percentage of their income with their wives. In the recent past, the government of India has extended maternity leave to 180 days to all employed women with 100% payment by their employer.

Some Suggestive Measures

It is the high time to alter the mind set people and molding our attitude accordingly with an intention to eradicate this social stigma.

- Imparting proper education may revamp the existing mind set of our society to experience a paradigm shift in the given context. Educational system has a greater role to play here.
- Unhealthy competition must be turned to sound cooperation for balancing societal malpractice.
- The government of India, since independence, has enacted many laws with a view to protect women. The Constitution prohibits discrimination to women. But, laws alone cannot end gender bias. Patna High Court (HC) Chief Justice Rekha M Doshit (2011) opined that mere enactment of laws will not help end gender discrimination. What is really needed to ensure gender equality in our society is the change in the mindset of people. Only an attitudinal change can help establish a society free from gender bias.
- Gender equality needed for progresses. Gender inequalities are an age old problem and a detailed action plan with a definite road map is needed to achieve gender equity.
- Offering equal opportunities which will lead the society towards backwardness with orthodox views is the need of the hour.
- Offering ethical education, making social integration, rising women employment, empowering for active politics and social activities, implementing social protection schemes, generating awareness among the parents, offering adequate scholarships to school going girls, creating awareness

against child abuse and violence, stopping sex determination and abortions, adopting social welfare developments programs promoting NGOs to eradicate Gender Inequality are some of the preventive and curative measures in the context of gender inequality and ensuring sustainable society.

Concluding Remarks

"No nation, no society, no community can hold its head high and claim to be part of the civilized world if it condones the practice of discriminating against one half of humanity represented by women." – Prime Minister Manmohan Singh.

The reality of gender inequality in India is very complex and diversified, because it is present in many ways, many fields and many classes. Man and Woman are like two wheels of a carriage, where the life of one without the other is incomplete. Despite legal measures to outlaw discrimination and promote affirmative action particularly in regard to education and government employment. Persistent and endemic violence against women, widespread poverty, hunger and restricted access to resources for women are major challenges for achieving gender equality in India. Further, a key challenge for women's economic empowerment in India is the gender gap in employment outcomes. Over the decades there has been increasing societal awareness being experienced. The governments have been taking some preventive and curative measures which may not be adequate to eradicate the social stigma and curse from the country. But, the sustainable development in real sense cannot be attained through unequal treatment to women. We are moving forward, but still a long way to go. If the country urges to ensure sustainable society, it has to eradicate the social stigma- the gender inequality.

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SOCIAL NETWORKING SITES : UNFOLDING ITS POTENTIALITY FOR CAREER MANAGEMENT SKILLS IN HIGHER EDUCATION

Dr. K. P. Meera
Associate Professor, Department of Education, University of Calicut, Kerala
Email : meera_jayaprakash@yahoo.com

Rincy Mol Sebastian
Junior Research Fellow, Department of Education, University of Calicut, Kerala
Email : raniinka@yahoo.com

Abstract
New wave of innovations redefines the nature of higher education. The system of higher education should enable the graduates to be well equipped with career management skills. Graduate's well employment is a key factor for the economic development of a country. Students should be able to navigate the world of work through proper career management. The future of career management envisions the impact of social networking sites as a pivotal element in equipping students to interact to the world of knowledge and work. The aim of this paper is to bring out the possibilities of social networking sites to manage the career of young graduates.

Key Words : *Career management, Social networking sites, Mentoring, Higher education.*

Introduction

Higher education has a crucial role to drive India to greater growth and technological development. Higher education includes all public and private institutions all over the country of which most of them award only degrees and certificates but only a few are aimed to the vocation and career development.

Career development can be possible by endowing the students with employability skills, new media and to develop curricula according to the changing needs of the scenario. The underlying objective of the recent reform of the university system (European Minister of Education, 1999) is to facilitate the development of students' competencies in a lifelong learning scenario. The student need great competency to adapt him to the changing world.

In our higher education system the major problem is that the graduates or professionals are not planning their career. At each stage of their educational life, they just look ahead and go out having any best choices for their better future. They are not at all bothered about their own needs, interest, strength and weaknesses in their professional development.

Since 2009, the European Union Member states have been working on the theme of Career Management Skills through the European Life Long Guidance Policy Network (ELGPN) (www.skillsdevelopmentsscotland.co.uk). It is compulsory to make aware of students own skills and

necessary modification and awareness regarding their employability skill and social inclusion.

A formal and informal way of learning, advice and guidance from all the available sources becomes a framework for an individual to better career development.

Career Management Skill

Career Management skills refer to a whole range of competencies which provide structured ways for individuals and groups to gather, analyse, synthesize and organize self, educational and occupational information as well as the skills to make and implement decisions and transitions (as defined by European Life Long Guidance Policy Network, Sultana 2009). Therefore, the concept of career management skill focuses on the development of resources and proficiencies of an individual to image their career journeys. Career management should become a style of one's life and should give equal weight age to work and leisure to devote ones energy to create something new.

Generally speaking Career Management involves four steps 1) Self-awareness, 2) Opportunity awareness, 3) Decision making and planning, 4) Implementation and periodical review (Peggy, 2005).
1. Self Awareness : We should have an understanding of the professional and personal assets that we have to use to create an opening. We should have a mental strength to identify the goals that are needful to accomplish our career. Ask ourselves questions regarding one preference, dreams, values, excitement and choices in one life and what we have to contribute to our personal, professional life and to the society.

2. Opportunity Awareness : Apart from the traditional source of information regarding the opportunities we should have interactions beyond our environment. By using networking strategies, we should establish a global vision regarding the career trends in the world and should "link life long learning to one's building process" (Sulthana, 2009).

3. Decision Making and Planning : A true knowledge of the different alternatives accessible to us in different fields helps to identify the steps needed to attain the goal. One should be aware of one's life and the practice of career building.

4. Implementation and Periodical Review : "Implementing your plan for achieving your goals, and periodically assessing whether your current situation is still is the best 'fit' (Piggy). Evaluate the current job with our potentialities is part of the process of career management.

How can we acquire career management skill ?

Many career management centers are available to our reach but has a limited source of information. Challenge of the day is not merely to have one job but to have lifetime employment and every individual should have a global awareness regarding their career development. If we are connected to more people all over the world, we will get more opportunities to flourish in our career.

Career Management and social networking sites

The emergence of online social networking sites has given a new impetus to building and exploring connections for career management (Benson, Morgan and Filipparos, 2013). Higher

education professionals and college students can utilize social networking sites to communicate with the world easily and effectively. Beyond one's institution the students can collaborate with other students, academicians and professionals all over the world.

Social Networking sites has been defined as a web-based service that allows individuals to construct a public profile within a bounded system, articulate a list of connections and view and traverse their list of connections and those made by others within the system (Boyid &Ellison, 2007) The popularity of social networking has reached its unparalleled height: LinkedIn dominates the professional networking sector with over 225 million registered members (LinkedIn About us 2013). Face book is one of the top visited website. Twitter rapidly gained world wide social networking and micro blogging with over 500 million uses (Twitter, 2013). Thus social medial networking becomes a part of our life.

Mentoring Through Social Media

Social media technologies can extend the possibilities of good educational mentoring and advising in higher education (Booth and Esposito, 2012). Experienced students, academicians and professionals can share their experience with other and mould the new one's wherever necessary. Social medial gives us the opportunities to:
- Share experience and expertise.
- Support those new to the profession.
- Make new contacts (Miller, 2012).
- Making decisions.
- Maintaining professional image through online is examined.
- Explore career options.
- Getting feedback during career management (Wankel and Wankel, 2011).

Mentoring programme is more accessible through social media networks. "The internet provides one mechanism for protégés to identify mentors to help and navigate career opportunities (Whitig and de Janasz, 2004). Though social media network, students should identify successful mentors in every field of the career development for assisting in needed skills.

Conclusion

The core issue of higher education is to mould the students for better productivity by managing their career in a proper way. Many European countries, career management skill are integrated with their curriculum in higher education sector. In some cases- as in France and Slovakia, for instance- the subject is optional and available only for particular year group (Sultana, 2012). Australian universities all maintain their own career services, which are an obvious and potential invaluable resource in the development of territory career management programme (Bridgstock, 2009).

Use of social networking sites for career management is a timely issue and it needs to be addressed in the present scenario. Graduate students generally use social networking sites for a leisure purpose that means a true awareness of social networking is absent in our higher education system. Networking challenges as well as to enhance those professional and career-based advantages associated with effective network management through social media networking within the realm of the curriculum to adapt the graduates to the prospective days to come.

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EFFECTIVENESS OF E-CONTENT STRATEGY IN TEACHING SCIENCE AT UPPER PRIMARY LEVEL

Dr. Suman Rani
Assistant Professor, Government College of Education, Chandigarh

Abstract

The present study examined the effectiveness of E-Content strategy on the achievement of pupils in science at VI standard. For this purpose, sample of 60 students was taken. The pupils were divided into two groups. 30 pupils were in experimental group while 30 pupils were in control group were taken. Pre-test was conducted for both the groups. The control group pupils were taught through conventional strategy of teaching. The treatment was given to experimental group pupils through E-Content strategy. In E-Content strategy, the digital content were presented to the pupils in the integrated form of text, graphics, animation, audio, video, and interactivity. After completion of the treatment, the science achievement test was administered as post test to the pupils of experimental group and control group. Reaction of experts and students towards different aspects of developed E-Content was also studied. Both experts and students were found to have favourable reaction towards different aspects of developed E-Content. The pre test and post test scores were used to arrive at the following conclusion. The E-Content was found to enhance achievement in science of pupils. Further, e-content was found to improve achievement in science significantly higher in comparison to conventional strategy when groups were matched on pre-achievement in science. This is due to the favourable impact of E-Content strategy in the learning of the VI standard science students because it encourages them to take an active role in the learning process and have better control over their education.

Key Words : E-Content, E-Content Strategy, Conventional Strategy.

Introduction

E-content is the digital content presentation to the learners in the integrated form of text, graphics, animation, audio, video and also provide interactivity.

Teaching methods in recent years have moved from a predominantly teacher-oriented and teacher-controlled approach to teacher-pupil interactive system. Such a system requires a number of changes in the instructional procedure and the material used for effective teaching and learning. So, there is a need to make use of new opportunities offered by E-content, plans have to be realized giving educators, teachers and students access to necessary equipments. The most important competence building in this field is the development of pedagogical methods. That can happen only when long-term competence programmes can work along with real-life experience, where educators, teachers and students are using E-content in their daily work and daily learning experiences.

Use of E-content encourages self-expression and discovery by means of its interactive non-linear access of information. Students will be more motivated to learn since a multimedia lesson can provide near-reality information through its variety of available media elements (text, sound, animation and video). The students may learn by using their multiple senses, which provides new and enriched experiences. The learning process will be an active one, leaving the students to learn by their own. The conventional and/or interactive individualized lesson will provide a stimulating environment that can improve the learning process by enhancing understanding and retention of the subject matter. Therefore, it was thought worthwhile to study the effectiveness of E-Content strategy over conventional strategy of teaching science.

Objectives of the Study
1. To compare mean scores of Science achievement at pre and post stages of the E-content Group.
2. To study the Reaction towards E-content of teachers and students.
3. To compare the adjusted mean scores on Science Achievement of the E-Content Group and Conventional Strategy Group by considering Pre Science Achievement as covariate.

Hypotheses
1. There is no significant difference between mean scores of Science achievement at pre and post stages of the developed E-Content Group.
2. There is no significant difference between adjusted mean scores of Science Achievement of the E-Content Group and Conventional Strategy Group by considering Pre Science Achievement as covariate.

Sample
For selecting samples the investigator has employed Random Sampling Technique. The present study was consisted of a sample of 60 pupils studying in class VI of C. R. M. Public School running under Jat Education Society, Rohtak. One section formed experimental group and one section formed the controlled group.

Tools Used
The investigator had developed the E-Content for eight units of class VI Science. To measure the students at Pre-test and Post-test stage the following tools were employed for the collection of data:
1. Reaction towards E-Content Scale for Teachers and students developed by investigator to assess the usability of developed E-Content.
2. Science Achievement Test developed by investigator herself to measure the achievement of students in Science.

Experimental Procedure
The experimental procedure was executed. One experimental and one control group was formed. The E-Content group as experimental group was taught Science with the supplement of E-Content, the control group was taught Science through Conventional Strategy. The design had comprised three stages: the first stage has involved pre-testing of all the students of two groups on the Science

Achievement Test. The second stage has involved treatment of six months. The experimental treatment was consisted of teaching Science to VI class with E-Content to experimental and through Conventional Strategy to control group. During the third stage i.e. post-test stage, the students ware post-tested on achievement in Science just after the treatment so as to determine the effect of treatment.

Results
Objective 1 : Effectiveness of E-Content on the Basis of Achievement in Science

The first objective was to compare mean score of Achievement in Science at Pre and Post stages of E-Content Group. The data were analyzed with the help of correlated t-test. The results are given in Table 4.1.

Table 1. Testing-wise M, SE, r and Correlated t- values of Achievement in Science

Testing	Mean	SE	r	Correlated t- value
Pre-test	46.63	1.76	0.98	31.10 **
Post-test	63.63	1.31		

**Significant at 0.01 level

From Table 1, it is evident that the correlated t-value is 31.10 which is significant at 0.01 level with df = 29. It reflects that the mean scores of Achievement in Science at Pre-test and Post-test stages of E-Content Group differ significantly. Thus, the null hypothesis, namely, there is no significant difference between mean scores of Achievement in Science at Pre-test and Post-test stages of E-Content Group is rejected. Further, the mean score of Achievement in Science at Post-test stage is 63.63 which is significantly higher than the mean score of Achievement in Science at Pre-test stage which is 46.63. It may, therefore, be concluded that the E-Content was found to enhance Achievement in Science of students.

Objective 2 : Reaction Towards E-Content

The second objective was to study the Reaction towards E–Content of Experts and Students. The data were analyzed separately by computing mean and coefficient of variation. The results are given in Table 2.

Table 2. Mean and CV of Reaction towards E-Content of Experts & Students

S. No.	Groups	Mean	CV
1.	Experts	96.85	8.0 %
2.	Students	96.83	7.85 %

For experts the Reaction towards E-Content Scale consisted of 27 statements. There was a five point scale against each statement. Thus, the scores could vary from 27 to 135. The score falling between 81 and 135 indicated a favourable reaction towards different aspects of E-Content. The mean score of Reaction towards E-Content was 96.85 (vide table 1.2). It reflects that on the whole Experts had a favourable Reaction towards different aspects of E-Content. Further, the coefficient of variation was 8.0 percent which is quite low. It shows coherence on reaction towards different aspects of E-Content of Experts.

The Reaction towards E-Content Scale for students consisted of 25 statements. There was a five

point scale against each statement. Thus, the scores could range between 25 and 125. The mean score of Reaction towards E-Content was found to be 96.83 (vide table 1.2). It falls between 75 and 125, indicating favourable reaction towards different aspects of E-Content by students. Further, the coefficient of variation was 7.85 percent which is quite low. It shows coherence on reaction towards different aspects of E-Content of students.

Objective 3 : Comparison of Adjusted Mean Scores of Achievement in Science of E-Content Group and Conventional Strategy Group by Considering Pre-Achievement In Science As Covariate

The third objective was to compare adjusted mean scores of Achievement in Science of E-Content Group and Conventional Strategy Group by considering Pre-Achievement in Science as covariate. The data were analyzed with the help of One Way ANCOVA. The results are given in Table 3

Table 3. Summary of One Way ANCOVA of Achievement in Science by considering Pre-Achievement in Science as covariate

Source of Variance	df	SSy.x	MSSy.x	Fy.x - Value
Treatment	1	2147.36	2147.36	
Error	57	328.70	5.77	372.38**
Total	59			

**Significant at 0.01 level.

From Table 3, it is evident that the Adjusted F –value is 372.38 which is significant at 0.01 level with df = 1 / 57. It shows that the adjusted mean score of Achievement in Science of students taught science through E-Content and those taught the same topics through Conventional Strategy differ significantly when groups were matched with respect to Pre-Achievement in Science. Thus, the null hypothesis that there is no significant difference in adjusted mean scores of Achievement in Science of E-Content Group and Conventional Group when pre-Achievement in Science is taken as covariate is rejected. Further, the adjusted mean score of Achievement in Science of E-Content Group is 62.35 which is significantly higher than those of Conventional Strategy Group whose adjusted mean score of Achievement in Science is 50.25. It may, therefore, be said that the E-Content was found to improve Achievement in Science significantly higher in comparison to Conventional Strategy when groups were matched on Pre-Achievement in Science.

Discussion of the Results

The present study showed that the E-Content improve Achievement in Science significantly higher in comparison to Conventional strategy when groups were matched on Pre-Achievement in Science. This study's finding is supported by the findings of previous studies in which students learned academic material (subjects) using Multimedia Program performed significantly better than those taught using the Conventional Strategy, Nimavathi, V. and Gnanadevan, R. (2008) found that a Multimedia Program was effective in improving students' understanding of academic material. Also, Jyothi, K.B.S. (2007) claimed that Computer Based Learning had a significantly better effect than Traditional Instruction on learning. In addition, these findings are consistent with Jayaraman, S. (2006), who found that the computer based Multimedia Learning Packages were effective on performance and behavioral outcomes of students of different age groups, Sharma, A. and Sansanwal,

D.N. (2002) who found that Video-based Instructional Strategies for Teaching Science were effective on achievement in science of class IX students, Panda, S.C and Chaudhury, J. (2000) who found that Computer Assisted Learning (CAL) was very effective in Achieving Higher Cognitive Skills among students. Researcher gives the fact that the E-Content Strategy has promoted learning because it encourages students to take an active role in the learning process and have better control over their education. However, the overall value of E-Content in schools depends on: level of education; cost; availability of support, maintenance, and software; suitability and availability of curriculum; and national E-Content strategy and commitment.

Computers are highly promising educational tools, but it is the way computer are used rather than the actual machines themselves that contribute to learning. Researcher is of the opinion that effectiveness of E-Content improved student learning as demonstrated by the present study may be attributed to the software used in the experiment and the way it was used. The software used in the study was developed by the researcher as no software was available to serve the purpose. Educational software development is not the task of an individual. It requires a team effort and host of resources. In spite of these limitations, software used in the experiment proved effective for student learning as compared to conventional classroom strategy and both experts and students have shown favourable reaction towards developed E-Content. Review of studies showing the reaction of experts and students towards developed software by Prabhakar, S. (1995), Khirwadkar, A. (1999), and Vekaria, V. J. (2002) found precedents in support of developed software for Science.

Conclusions and Suggestions

The study showed that the E-Content strategy has enhanced the achievement of students in science of E-Content group and both experts as well as students were having favourable reaction towards different aspects of developed E-Content. Further E-Content has improved the achievement significantly higher in comparison to Conventional Strategy when groups were matched on pre-achievement in science.

In India, the use of E-Content in education has remained almost completely unexplored. very few numbers of studies have been conducted in this direction. Based on the findings of the current study, some of the suggestions in the area of E-Content are identified as follows:

1. Potential of E-Content should be utilized to enhance quality of education at school level.
2. Government should also establish E-Content portal in various organisations such as Institutes of Education and Research, Curriculum Wing, Test Book Boards, Curriculum Research and development Centers, and Education University. These departments may conduct research studies and make efforts to develop E-Content software.
3. Private organizations can step forward to educational software development if copyright act prevails and a system to check the software piracy is established.
4. Government should offer incentives for teachers who increase their proficiency in computer studies and contribute to enhance E-Content.
5. There is a scarcity of literature about E-Content in the libraries of our institutions. Steps should be taken to meet the needs of the literature. There are a number of E-Content learning journals, which can be purchased or subscribed for the libraries.

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AN ENQUIRY ON SUSTAINABLE DEVELOPMENT OF ENVIRONMENT IN RELATION TO ENVIRONMENTAL AWARENESS AND ACHIEVEMENT IN ENVIRONMENT EDUCATION

Dr. Goutam Chakraborty
Assistant Teacher, Garaimari J. K. Vidyaniketan, Domkal, Murshidabad, West Bengal
Email : goutambkp@gmail.com

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Abstract
Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.Environment is a global concept today. Today our environment is being destructed due to various factors. Among various factors one of the major causes of environmental destruction is human activities. Education for sustainable Development involves a comprehensive approach to educational reform. It extends beyond the boundaries of individual school subjects and requires the attention of teachers, planners and curriculum agencies. Integrating the objectives, concepts and learning experiences of education for sustainable development into syllabuses and teaching programmes is an important part of such reform. If the curriculum is defined as the sum of all the formal and informal teaching and learning experiences provided by a school, then education for sustainable development cannot just be added to the curriculum as a new subject. Rather, it is a dimension to be emphasised in every aspect of school life. Environment is a global concept today and environmental education is an approach to learning. The Environmental education aims at developing in the child an awareness and understanding of the physical and social environment in its totality and sustainable development of environment. Sustainable life style is an urgent issue in protecting environment. More environmental awareness means more environment conscious behavior which is necessary for sustainable development.

Key Words : *Sustainable development,Environmental Awaress,Achievement in Environmental Education,Sustainable life style.*

Introduction

Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment. It can be defined as the environmental, economic and social well-being for today and tomorrow. It contains within in two key concepts .the concepts of needs, in particular the essential needs of the world's poor, to which overriding priority should be given and the idea of limitatation simposed by the state of technology and social organization on the environmental's ability to meet present and future needs. It require the world as a system that connects space and a system that connects time .To maintain an healthy environment and to protect the environment pollution,

environmental education has been introduced in all level of education as a compulsory subject from the academic year (2004-2005) to promote sustainable development .The concept of sustainable development rooted in the sort of systems thinking. It helps us understand ourselves and our world. The problems we face are complex and serious and we cannot address them in the them in the same way we created them. World education and environmental specialist have repeatedly pointed out that any solution to the environmental crisis will receive environmental awareness and understanding to be deeply rooted in the educational system at all levels to promote sustainable development.

Objectives of Study
　　The following objectives were laid down for the study :
1. To find out the effects of environmental awareness on students achievements in environmental education within the same stream of education for sustainable development.
2. To find out whether achievement in environmental education differ significantly among high environmental streams.
3. To find out whether achievement in environmental education differ significantly among low environmental awareness groups under three different streams.

Variables
　　The study was designed with the following variables :
A. Independent Variables :
　　1. Environmental awareness.
　　2. Streams – Arts, Science and Commerce.
B. Dependent Variable :
　　Achievement in Environmental Education.

Hypotheses
　　The following hypotheses were formulated for the study :
H_1 : The effects of environmental awareness on the achievement of students in environmental education differ significantly within the same stream of education.
H_2 : Achievements in environmental education of the students with high environmental awareness differ sighinificantly under three different streams of education.
H_3 : Achievements in environmental education of the students with low environmental awareness differ sighinificant under three different streams of education.

Tools and Samples
　　The following tools were used in the study :
1. Environmental Awareness Ability Measure (EAAM) by Jha, P. K. for measurement of Environmental Awareness ability of the students.
2. A structured questionnaire on environmental education of H. S. course for measuring achievement in environment education.
　　　The total sample consists of three hundred students from three different streams under W. B. C. H. S. E from two districts – Murshidabad and 24 Parganas (N).

Table 1. Systematisation of Data

E. A.	Stream	N	M	SD
High	Arts	30	32.03	7.90
	Science	30	41.63	6.01
	Commerce	30	36.63	5.70
Low	Arts	30	30.97	5.27
	Science	30	52.27	1.91
	Commerce	30	41.90	7.65

Analysis of Data

Analysis of data pertaining to H_1 [H_1: the effect of environmental awareness on the achievement of students in environmental education differ sighni8ficantly within the same stream of education]

Table 2. Showing 't' between the mean achievements of students in Arts stream with high &low Environmental Awareness in Environmental Education

E. A.	Stream	N	Mean	S.D	SED	T	Level of Significance
Low	Arts	30	30.97	5.27	1.73	0.61	NS
High	Arts	30	32.03	7.90			

Table 3. Showing 't' between the mean achievements of students in Commerce stream with high & low Environmental Awareness in Environmental Education

E. A.	Stream	N	Mean	SD	SED	T	Level of Significance
Low	Commerce	30	41.90	7.65	1.74	3.02	0.01
High	Commerce	30	36.63	5.70			

Table 4. Showing 't' between the mean achievement of students in sentence in Science stream with high &low Environmental Awareness in Environmental Education

E. A.	STREAM	N	MEAN	SD	SED	T	Level of Significance
Low	Science	30	52.27	1.91	1.15	9.24	0.01
High	Science	30	41.63	6.00			

Analysis of Data pertaining to H_2 :

[H_2: achievements in Environmental Education of the students with high Environmental awareness differ significantly under three different streams of education.]

Table 5. Showing 't' between the mean achievements of students in Arts & Commerce stream with high Environmental Awareness in Environmental Education

E. A.	Stream	N	Mean	SD	SED	T	Level of Significance
High	Arts	30	32.03	7.90	1.78	2.58	0.05
High	Commarce	30	36.63	5.70			

Table 6. Showing 't' between the mean achievements of students in Arts & Science stream with high Environmental Awareness in Environmental Education

E. A.	Stream	N	Mean	SD	SED	T	Level of Significance
High	Arts	30	32.03	7.90	1.81	5.29	0.01
High	Science	30	41.63	6.01			

Table 7. Showing 't' between the mean achievements of students in Science & Commerce stream with high Environmental Awareness, in Environmental Education

E. A.	Stream	N	Mean	SD	SED	T	Level of Significance
High	Science	30	41.63	6.01	1.32	0.61	NS
High	Commerce	30	36.63	5.70			

Analysis of data pertaining to H_3 :

[H_3 : achievements in environmental education of the students with low environmental awareness differ significantly under three different streams of education]

Table 8 : Showing 't' between the mean achievements of students in Arts & Science stream with low environmental awareness, in environmental education

E. A.	Stream	N	Mean	SD	SED	T	Level of Significance
Low	Arts	30	30.97	5.27	1.02	20.79	0.01
Low	Science	30	52.27	1.91			

Table 9. Showing 't' between the mean achievements of students in Science & Commerce stream with low Environmental awareness in environmental education

E. A.	Stream	N	Mean	SD	SED	T	Level of Significance
Low	Science	30	52.27	1.91	1.44	7.19	0.01
Low	Commerce	30	41.90	7.65			

Table 10. Showing 't' between the mean achievements of students in Arts & Commerce stream with low environmental awareness, in environmental education.

E. A.	Stream	N	Mean	SD	SED	T	Level of Significance
Low	Arts	30	30.97	5.27	1.69	6.44	0.01
Low	Commerce	30	41.90	7.65			

Findings

On the basis of the statistical analysis and the interpretations the findings could be reiterated as below :

1. Analysis of data pertaining to H_1 revealed that there was a sighinificant effects of environmental awareness (EA) on students achievement in environmental education (AEE) under low and high EA groups of commerce and science stream but result was non sighinificant in low and high EA Groups of arts stream. Hence corresponding hypothesis (H_1) was retained.

2. Analysis of data pertaining to H_2 revealed that AEE differ significantly among high EA groups of arts and commerce stream and high E.A groups of Arts stream with respect to high group EA of science stream respectively but non sighinificant result was found in high E.A group of science & high E.A group of commerce stream. Hence, the corresponding hypothesis (H_2) was retained.

3. Analysis of data pertaining to H_3 revealed that AEE differ sighinificantly among low E.A groups under three different streams so, the corresponding hypothesis (H_3) was retained.

Conclusion

A typical trend of results has been found between environmental awareness and achievement in environmental education. From the trend of result it may be concluded that the high achievements in environmental education did not always tally with environmental awareness of the students .It has been found that the students having low scores in environmental awareness achieved high marks in environmental education .However, for generation of finding a controlled instruction is required the for sustainable development in environmental education.

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NATIONAL RURAL EMPLOYMENT GUARANTEE ACT (NREGA) AND THE RURAL ECONOMY OF INDIA : PROBLEMS AND PROSPECT : AN HEURISTIC ANALYSIS

Kalyan Kumar Sarkar
Associate Professor, Department of Political Science, Kanchrapara College, Kanchrapara, West Bengal

"On 5 February (2008), police fired on a group of .... demonstrators at Dinhata in Cooch Behar District of West Bengal.

Five persons were killed on the spot and a dozen others were seriously injured. They did not wage war against the state. ..... In fact, they were unarmed...

These demonstrators were demanding proper implementation of the National Rural Employment Guarantee Act, 2005, for "enhancement of livelihood security of the poor and destitute households."

.... They were asking for what was legally due which was being systematically denied to them. Prima facie their action was constitutional, legal and legitimate.

...This tragic episode had brought into fore the fact that the poor in India in distant corners of the country accepted and internationalised this programme (NREGA) as their own. They were demanding its proper and effective administration which would give them a slightly better income and livelihood....

We are talking about Dinhata where lives were lost for a totally legal demand. But the story is the same for the whole of West Bengal." - D. Bandyopadhyay ['Mayhem at Dinhata' in the Statesman, Calcutta, 14.2.2008, p.7 (1-7)]

A Prologue

It goes without saying that significant attempt in the economic reconstruction of rural India is the enactment of the National Rural Employment Guarantee Act (henceforth NREGA) in 2005 by the Indian Parliament under the direct initiative of the UPA Government (I). This Act is really an historic one in the sense that it gives legal guarantee of hundred days' employment in a year to the poor people in the Indian villages with the notified wage/wages for their services under the Act and makes them able to legitimately earn a common minimum livelihood and to maintain thereby more or less a better life. This Act, quite needless to say, assures the village people, giving them a guarantee of 100 days' work out of 365 days in a year, of a comparatively better income and livelihood. This is no doubt a preliminary step towards the socialist reconstruction of the Indian economy. Hence the Act (NREGA) really deserves our especial attention.

Socialist Leaning of the Indian Constitution and the NREGA

The historic NREGA is indeed a sweet fruit of the 'socialist' approach of the Indian Constitution. The 'Preamble' to the constitution of India solemnly declares that sovereign democratic secular republic of India is going to be constituted into a 'Socialist' one with justice, liberty, equality, fraternity, individual dignity and the unity and integrity of the Indian nation. The very 'Preamble' also assures the Indian people of the social, economic and Political justice as per the socialist orientation of

the Indian Constitution.

But it is to be remembered in this connection that a socialist country by nature and feature is one that ensures to all its members the 'right to work' and the constitution of a socialist country confirms to all its people the right to subsistence so that they can get the means of livelihood and can earn money to maintain their life well. But the constitution of democratic India does not at all recognise the 'right to work' as a 'fundamental' right and the Indians are not thus constitutionally assured of the 'right to subsistence' and are deprieved of the constitutionally recognised fundamental 'right to work' to earn their livelihood and lead a more or less sound life. So the socialist pattern in terms of the constitutional recognition and assurance of the 'right to work' to all the people is not followed in India.

Still, it's a matter of great sensitivity that the Constitution of India, quriously enough, in keepig with the socialist leaning of its Preamble sincerely directs the State, i.e., the Government, in its Part IV of the 'Directive Principles of State Policy', to maintain the welfare of the Indian people on the basis social, economic and political justice (Article 38) and to provide all of them irrespective of man and woman with the adequate means of livelihood (Article 39). It is in these particular Dirctive Principles of State Policy that the right to work of all the Indians, at all needless to mention, has been oficially recognised in the Indian Constitution, though not as a fundamental right, but as a general one.

It is interestingly enough that in tune with the humane spirit of the Directive Principle of the State Policy (Article 39) of the Part IV of the Indian Constitution to assure people of the adequate means of livelihood that the Government of India has very successfully enacted the historic NREGA in 2005 to assure village people of hundred days wage-based jobs in a year. The very ethos of the NREGA is that it ensures jobs for 100 days out of 365 days in a year to the village people with the notified minimum wage for their jobs for maintaining very common but slightly better life as their own. It is no doubt a glossy aspect of India's developing economy.

The Nature of the NREGA

The National Rural Employment Guarantee Act, 2005 (NREGA) has been designed to provide the poor people of the Indian villages with the employment in wage-based job/jobs for jundred days in a financial year and therby to enable them to maintain their life. This Act also seeks to enhance social protection of the poor villagers by giving them a legal guarantee of wage-based job/jobs for the said period in their nearby locality.

As per the provisions of the NREGA, the village people will be employed in the jobs relating to the solution of the problems like drought, flood, deforestation, wastage of land etc. and also relating to the plantation of trees, construction of roads, renovation of School buildings of the villages, reformation of ponds and lakes, developmental works of the villages and so on. This Act thus seeks to increase the amount of natural resources in the Indian villages and to strengthen the relationship between the natural resources and the village life and therby to remove poverty from the life of the village people and strengthen their life.

The NREGA, enacted in the year 2005, was introduced at the first phase in two hundred districts in India in the financial year 2006-07 and later on in the financial year 2007-8, the Act was implemented in one hundred and thirty districts more. And ultimately it was in the year 2008 that all

other districts of India have been brought under the NREGA. That is to say, all the Indian villages have been enlisted as those to get the advantage of the Act and all the adult village people have been legally recognised to get job of jundred days in a year under this Act and thereby to enjoy safe and secure life and social security as well.

The Features of the NREGA

The NREGA has been designed to assure the village people of the jobs of physical labour for hundred days in a year at a notified wage fixed under the Act. The Act has some basic features of its own regarding its implementation and the very features are as follows -

1. In order to get the jobs under the NREGA, all the adult people of the Indian villages will have to apply first either orally or through written application to the local village Panchayats to be enlisted as the job applicants.
2. After verifying the validity of the applications of the job-seekers of the villages, the concerned village Panchayats will issue to them the required Job Cards at a free of cost and the Job Cards will carry the photographs of the concerned job-applicants.
3. The very Job-Cards will be issued to the applicants by the concerned village Panchayats within fifteen days from the date of application for Job Cards.
4. After getting the required Job Cards, the Card holders may apply through written application to the concerned village Panchayats for getting employed and may inform the Panchayats of the nature of jobs along with the expected time and tenure of the jobs, they like.
5. After receiving the written applications for employment from the Job Card holders, the concerned village Panchayats will have to issue receipts of the applications to the applicants and to assure them of employment within fifteen days.
6. The concerned village Panchayats will have to employ the Job Card holders in the jobs within at least fourteen days.
7. If the village Panchayats fail to employ in the job those Job Card holders, who have formally applied for employment through written application, the concerned applicants, i.e., the Job Card holders, will have to be paid daily unemployment allowance as per law and the the State Governments will have to bear the financial burden of paying the allowance.
8. The Job Card holders, having formally applied for employment, will be employed in the jobs within five kilometres from their villages. In case of their being employed beyond the notified limit of the five kilometres, they (i.e., the Job Card holders) will be paid extra ten percentage (10%) wage as their Travelling Allowance (T.A.) and Dearness Allowance (D.A.).
9. As per the ordinance of the Central Government, the daily wage for the workers (i.e., the employed Job Card holders) under the NREGA will be not less than Rs. 60/- and the very amount of the wage will have to be paid to all the workers irrespective of male and female.
10. Daily wage will be paid to the workers on weekly basis and it shall in no case exceed the period of fifteen days.
11. One third of the Job Card holders getting employed shall be female persons.
12. At the working area, there shall be such opportunities as shelter shade/shades for the children of the (female) workers, arrangement of drinking water, place for rest etc.
13. The Gram Sabhas of all the villages will prepare the projects of work/works for their villages and

the concerned village Panchayats will have to take permission from their concerned Zila Parishad for implementing the projects.

14. The village Panchayats will be provided with allocation of fund for performing at least 50% of work of the projects.

15. The works under the NREGA will generally be like land conservation, wet land conservation, aforestation, land development, construction and reconstruction of village paths and roads, reformation of ponds and so on.

16. The village Panchayats will have to spend the allocation-money for the wage and apparatus as per 60:40 proportion respectively.

17. The Central Government of India will bear the 100% of the total wage-money in the case of works of Physical labour under the NREGA and the 75% of the total expenditure for the apparatus.

18. The account of all expenditure for the works done under the NREGA will have to be scrutinised by the concerned Gram Sabhas of all the village Panchayats.

19. All the accounts of all types of expenditure and the relevant information will be subject to open scrutiny.

20. A well-Planned system of action will be taken to ensure quick solution of all the complains regarding the whole affair of the N.R.E.G.A.

21. The NREGA assures all the adult village people of the legal right to work, though for the period of hundred days in a year.

22. The State Government shall have to constitute, under the Article 12 of the NREGA, the State Employment Guarantee Council (SEGC), which will supervise and evaluate the performances of the works of the projects undertaken by the village Panchayats of the state concerned.

23. The State Employment Guarantee Council (SEGC) will determine the priority of the works to be performed under the projects of the NREGA and approve the proposals of works to be submitted to the Central Government of India. Besides, the Council will also prepare an annual report regarding the works of all the projects under the NREGA, actualised in the state and the report will be submitted to the State Assembly of the state concerned (Article 12 of the NREGA).

24. Besides the State Employment Guarantee Council (SEGC), the Central Employment Guarantee Council (CEGC) has also been constituted with the Central Minister of the Department of Rural Development as its Chairman. The main duty of this central Council is to advise the Central Government about all the issues relating to the NREGA as well as to look after the process of the actualisation of the Act and to examine and evaluate the performance of the Act. The Council is also instructed to prepare the annual report on the whole affairs of the actualisation of the NREGA.

25. The ministry of Rural Development of the Central Cabinet is solely responsible for the actualisation of the NREGA. The main responsibility of this central Ministry is to ensure the supply of information and sufficient resources to the Central Employment Guarantee Council (CEGC) and the State Employment Guarantee Council (SEGC) towards the actualisation of the NREGA. This very Ministry will also look after the works done under the NREGA. The Ministry will also help in adopting all necessary steps regarding the fulfilment of the purpose of the Act and also utilise proper information and technology to maintain healthy relation with the

people in regard to the free and fair process of the actualisation of the Act. In fact, the Central Ministry of Rural Development is primarily responsible for the proper implementation of the NREGA.

These are the salient feature of the NREGA. Needless to say that these features of the NREGA are also the basic traits of it. These features, we think, sincerely carry the merit of the Act. The true merit of this Act is that it sincerely seeks to solve the severe problem of unemployment in the village areas of India and to ensure employment for hundred days in a year to the rural people as well. Hence the basic necessity of the Act, no doubt.

Problems of NREGA :

But despite the merit and necessity of the NREGA, it has been facing, since its very introduction to the Indian villages, a lot of serious problems that have made it difficult for the Act to be really actualised and properly implemented. We can categorise the problems in the following manner.

1. The gravest problem in the way of proper implementation of the NREGA is that the village people are not actually getting employment for hundred days. In fact, against a target of hundred days employment guaranteed by the Act, the village people are actually getting employment for a limited period of insignificant number of days, ranging from 10 to 40 days and they are not being employed even for the half of the target days. Obviously the target of hundred days employment as ensured in the Act is not fulfilled.

2. Not only the village people are not getting employed for the target period of hundred days in a year, but they are also not getting the notified wage for their works. Infact, they are not given prescribed wage for their works under the NREGA by the local implementing authorities.

3. In most cases, the persons, employed under the NREGA, are given much less than the notified wage. In fact, often they are paid not the actual prescribed amount of wage, but the amount of wage for their works which the local implementing authorities, as per their wishes, like to pay them. This is no doubt an obstacle in the way of the implementation of the Act.

4. In the case of non-payment of the notified wage the employed village people can not make protest and raise hue and cry because of the fear of deemployment or discharge from employment. Infact, they are forced to accept whatever amount of wage the local implementing authorities choose to give them for their works under the the NREGA. Otherwise there is every possibility of their being deprived of employment under the NREGA by the local implementing authorities. And it is due to this fear of deemployment and deprivation of works that the village people, employed under the NREGA, can not take the recourse to protest and demonstration. This obviously creates a critical crisis in the process of implementation of the NREGA.

5. Another severe problem in the way of proper actualisation of the NREGA is the political consideration. In fact, while providing employment to the village people under the Act, political partialty often becomes the determining factor. The local implementing authorities use to provide employment under the Act to those persons who are the supporters, workers and activists of their (authorities') politics and political parties. Obviously the village people who do not support the politics of the local implementing authorities are outrightly neglected in and rejected from the employment under the Act. This is no doubt a serious problem in the fulfilment of the purpose of guaranteeing employment for hundred days to all the village people under the Act, irrespective

of their party affiliation and political consideration.

6. The local implementing authorities of the rural employment programme under the NREGA have been grabbing the lion's share of the fund provided by the Central Government of India for the purpose of guaranteeing employment for hundred days to the rural people. In most cases, the local authorities do not at all care for the very purpose of the NREGA and often use to embezzle the greater part of the fund provided for the purpose. This very fact of defalcation of money from the fund is indeed a severe problem that forces the NREGA to be a failure one.

7. The local implementing authorities do not prepare the proper account of the expenditure of the fund, spent for the purpose of implementing the NREGA. They are to spend a lot of money in regard to the payment of the wage to the employed workers, purchase of apparatus of the works under the NREGA and so no. But they do not make proper account of the expenditure probably due to their attempt of embezzlement of money from the fund, provided to them for implementing the NREGA. This obviously creates a serious problem in the way of implementation of the Act.

8. Often the local implementing authorities prepare the accounts of the expenditure from the fund, provided to them for the implementation of the NREGA. But the accounts often become mostly planned ones, with calculated data and information. Obviously the accounts, prepared by the local implementing authorities, fall far short of actual expenditure and seek to suppress the defalcation of money from the very fund. This is no doubt a serious problem.

9. The local implementing authorities do not even prepare the reports of the income and expenditure for the purpose of implementing the NREGA. And if they at all prepare the reports, though often calculated and planned ones, they do not submit the reports properly and in proper time to the higher authorities in order of hierachy and finally to the State Government as the apex of the hierarchy. In act, often the reports do not reach finally to the State Government. This is indeed a severe problem in the way of proper and fair implementation of the NREGA.

10. The State Governments can not properly utilise the fund, provided to them by the Central Government of India for the purpose of implementing the NREGA and thus a lot of money from the fund is left untilised and sent back to the source, And the obvious result of it is that the rural people are deprived of the legal right to employment for hudred days. In fact, it is due to the failure of the State Governments to utilise the fund for rural employment programme that a major part of the fund goes to waste and the poor people of the villages are thus forced to face deprivation of their leagal means of earning livilihood, though for a definite period of hundred days. It is really a pathetic plight of the vivacious NREGA.

11. Another serious problem in the way of proper and prompt implementation of the NREGA is that the State Governments often fail to submit to the Central Government of India the reports regarding the utilisation of the fund and this very failure on the part of them makes them unable to get the next instalment of the fund. This obviously leads, in turn, to the ultimate deprivation of the rural people of getting employed further. It is indeed a black side of the fate of the NREGA.

12. In fact, the implementation of the Act primarily depends on the regular supply of the instalments of the fund from the Central Govrnment to the State Governments and if the supply is stopped due to the non-submission of the fund utilisation reports by the State Governments, all the works under the NREGA obviously come to a halt and the poor people of the villages working under

the NREGA are forced to face unwanted unemployment and resultant illuck. This is ineed a crisis to the way of implementation of the populist Act.

13. In order to get the next instalment of the fund and to maintain its normal flow from the Central Government and even to have new allotment of fund for the maintenance of the works under the NREGA, the State Governments often prepare and submit the reports to the Central Government regarding the utilisation of the central fund provided to them for implementing the NREGA. But the reports are often prepared by the government authorities and officials by means of undue insertions and are somehow manipulated, calculated and balanced. Even the reports of the utilisation of the fund, submitted by the State Governments, have often been prepared even before the fund is actually utilised and fully spent. This type of manipulated reports logically lead to moral crisis to the success of the NREGA.

14. Another serious problem in the way of proper implementation of the NREGA is that the Central Government of India has no special administrative body to superintend and supervise the performance of the State Governments and their local authorities in regard to the implementation of the Act all over India. This inability of the Central Government to supervise the activities of the State Governments relating to the implementation of the NREGA often acts as an implied indulgence to the negligence of the Governments to properly actualise the Act. It is an inherent debility in the process of actualisation of the NREGA.

15. Even the Central Government of India can not officially compel the State Governments to implement the NREGA perfectly and impel them to keep proper account of the central fund, provided to them to implement the Act, and to prepare flawless reports regarding the utilisation of the fund and their performance in regard to the implementation of the Act. This administrative slackness on the part of the Central Government to compel the State Governments to work systematically and faithfully to make the NREGA a success, is realy a serious obstacle in the way of proper actualisation of the Act.

16. Another inherent problem in the process of the implementation of the NREGA is that often the Central Government is to accept the reports, submitted by the State Governments regarding their performance in terms of the implementation of the Act, with the accounts full of anomalies and irregularities. In fact, the Central Government has no other alternative but to accept the reports, submitted by the State Governments, however wrongly prepared they are and whatever anomalies they carry. This is indeed a serious impediment in the way of proper actualisation of the Act.

17. The ever gravest problem that is by nature inherent in the NREGA is that as per the Act the rural people are subject to get employment only for hundred (100) days and not for the whole of the year, i.e., for the three sixty five (365) days of the year. But the real problem is that the poor people of the Indian villages are legally debarred from getting employment for the remaining two sixty five (265) days of the year and are officially compelled to remain without job for those days as per the provision of the NREGA itself. Obviously during this period of legal and official unemployment of this major part of the year, i.e., two sixty five (265) days of the year, the poor village people are bound to remain without food and even suffer stern starvation.

This is no doubt a terrible problem, because the provision of the NREGA guaranteeing

employment only for hundred days out of three sixty five days in year, is sure to bring irregularity and imbalance in the living manner and life style of the wretched people of the villages as they will not be able to maintain their life equally throughout the year because of their oscillation in between employment and unemployment. This is a critical crisis indeed.

These are, we think, the basic problems in the way of energetic implementation and accurate actualisation of the historic NREGA, assuring the rural people of employment for a period of hundred days in a year. In fact, these very problems have been posing serious challenges to the process of proper implementation of the Act since its very introduction to the Indian villages. This is, we think, a matter of grave concern indeed.

Prospects of NREGA

In the interest of the minimum financial security of the poor people of the Indian villages, the problems, mentioned above, in the way of the implementation of the historic National Rural Employment Guarantee Act (NREGA) are to be solved and the NREGA is to be implemented very carefully and very widely. And for the successful implementation of the Act, a few effective measures are to be adopted immediately, which we may categorise in the following manner.

1. The most important step in the proper implementation of the historic NREGA is that while providing employment for the period of hundred days to the village people under the NREGA, political consideration is to be removed completely and the village people will be employed in the rural developmental works under this Act without any political consideration. In other words, party consideration or political partisanship must not be the criterion in providing the employment to the village people. That is to say, all the poor villagers alike will be provided employment under this Act irrespective of their party sentiment and political affiliation. Then only the Act, we think, will be meaningful and effective indeed.

2. The next important measure in the process of successful actualisation of the NREGAis to ensure the village people of the employment in the rural developmental works for the full period of hundred days under this Act. In this regard the State Governments and their local authorities will have to take care of the fact that the poor people of the villages are being employed for the full period. In fact, they must take effective step/steps to ensure that the village people are getting job not for a few days or for a part of the total period, but for the whole period of hundred days, as prescribed in the Act. Then only the success of this historic Act will be ensured.

3. The next important step in the direction of the successful working of the NREGA is to pay the village people, employed in the works of rural development under the Act, the full amount of the wage as notified in the Act. If the employed village people do not get the prescribed wage for their works under the Act, the very essence of the Act that seeks to provide minimum livelihood to the poor villagers all alike, is sure to be a failure one. This is why the prescribed minimum wage is to be paid in full to all the village people, employed under the Act. Then only the success of the Act will be accelerated.

4. For the successful implementation of the NREGA, the local implementing authorities of the State Governments are to be made completely responsible. In order to discharge their responsibiity of providing works to all the village people alike under the Act and also of paying them officially prescribed amount of wage, the local authorities must maintain their sincerity, honesty, clarity,

reasonability and dutifulness. They must not pay the employed villagers the amount less than the notified wage and thereby earn a lot of cut-money from the official fund, as provided to them to pay the workers for their services under the Act. In fact, if the employed villagers are paid the notified wage in full for their services, the very sentiment of the NREGA in assuring minimum livelyhood to the poor people of the villages is sure to become meaningful and the Act itself is thus certainly to become really effective and efficacious.

5.   In the interest of the successful actualisation of the NREGA, the local implementing authorities of the State Governments must be serious and sincere to their duties. In fact, they must properly spend the total amount of money, provided to them for the implementation of the NREGA and must not at all take away or seek to take away money from the fund provided to them for the purpose. Really speaking, often the money of the fund is misused and wasted and often the money is appropriated by the local authorities in the name of the implementation of the NREGA. But this must be stopped immediatedly and the local authorities must properly and very fairly spend the money provided to them and must not misuse and waste the fund and of course must not takey away money from the fund. If they really become so sincere, responsible and honest to their duties, they can actually make the NREGA effective and can even ensure the success of the Act.

6.   For the proper functioning of the NREGA, the local implementing authorities must not only properly spend the money of the fund, provided to them for the successful implementation of the Act, but also maintain accurate account of the expenditure of the money from the fund. In fact, if they do not maintain proper account of their expenditure from the fund, there will be growing anarchy and disorder in spending money. And in that case, a lion's share of the money from the governmental fund will either be misused or misappropriated.

7.   This is why in the interest of successful implementation of the NREGA, the local implementing authorities must be careful and responsible enough to keep accurate account of the expenditure from the fund. Really speaking, maintenance of proper account of the expenditure from the fund by the local implementing authorities will help a lot in the successful running of the rural employment guarantee scheme.

8.   In order to make the NREGA properly implemented, the local implementing authorities must also keep proper account of the works, done under the Act. If the works performed under this Act are properly recorded in official document, then it will be possible for the authorities to easily identify anomaly, if any, in the works. So the preparation of accurate report of the works, done under this Act, is urgently necessary for the proper functioning of the Act.

9.   It is for this purpose that the local implementing authorities must be sincere and honest enough in preparing proper report of the actual works, performed under this Act, and also in not recording false report of the works. In fact, reporting and accounting of false works must be avoided. That is to say, works, not actually performed, must not be recorded; and the local authorities must be careful and honest enough in this regard. Then only the NREGA can get properly implemented.

10. For the proper functioning of the NREGA, the corrupt local implementing authorities must be punished. There must be arrangements for punishing the corrupt, dishonest, insincere and inactive local authorities. The local implementing authrities that appropriate money from the NREGA fund, make false report of works, not actually done, keep record of the names of the

false workers, take away money from the fund by illegal and unfair means and prepare false report of the overall affairs of the NREGA under their supervision and do not even work seriously and sincerely must be punished.

11. It is to be admitted that if the corrupt, dishonest and insincere local implementing authorities are actually punished, there will be little or no scope for corruption, dishonesty, insincerity and adverse attitude to work in the implementation of the NREGA. And then only a congenial work-culture will flourish and the NREGA will experience a successful course of action.

12. For the proper implementation of the NREGA, there must also be the arrangements for rewarding the honest, active and sincere local implementing authorities. In fact, the local implementing authorities that work sincerely, maintain proper account of the works, actually done under the NREGA, make perfect report of the NREGA account, work neutrally and quite impartially and are free from any charge of corruption, malpractice and insincerity must be officially rewarded. In that case there will be perceptible improvement in the work-culture in the implementation of the NREGA.

13. For the effective working of the NREGA, there must be official compulsion on the part of the local implementing authorities to submit to the State Governments the reports regarding the performances of the national rural employment scheme and the expenditure from the fund, provided to them for maintaining the performances. If the local authorities are not legally compelled to submit the reports to the State Governments regarding the works, done under the NREGA, there will be growing apathy on the part of the local authorities to prepare reports as well as to submit them to the State Governments. So the local authorities must be officially bound to prepare and submit the reports of the performances of the works under the NREGA to the State Governments. In that case, the NREGA will be able to experience successful working.

14. In order to make the NREGA effectively actualised, the State Governments must be held responsible regarding the successful implementation of the NREGA. In fact, the State Governments must supervise the activities of the local implementing authorities that are actually responsible for the proper actualisation of the Act. Moreover the State Governments must also properly distribute the fund, provided by the Central Government for the implementation and maintenance of the rural employment guarantee scheme, to all the local implementing authorities, maintain official control over them, guide them properly in regard to the implementation of the scheme, look into every detail of the performances of the local authorities, enthuse them to work sincerely regarding the scheme, compel them to maintain proper account of the expenses from the fund supplied to them, make them prepare accurate report about their performances, impel them to make clean and clear record of their expenses and must, of course, inspire them to do their best in regard to the actualisation of the scheme either through the formal appreciation in the form of praise or through the prize in the form of cash or kind. Really speaking, the State Governments, under whose jurisdictions the NREGA is to be implemented, must be really careful and cautious as well regarding the proper utilisation of the NREGA. Then only the very Act would really become implemented.

15. For the successful working of the rural employment guarantee programme, the State Governments must have to submit to the Central Government of India in due time, the reports and records regarding the performance and achievements of their concerned States in regard to

the national rural employment guarantee programme after they had received the reports and records from their local implementing authorities. In fact, the success of the programme, i.e., the NREGA will be easily determined, if the State Governments submit to the Central Government in time, the work-reports regarding their performances in the actualisation of the NREGA.

16. Really speaking, if the State Governments properly submit to the Central Government the very reports, then only the Central Government will be in a position to determine the actual course of action of the Act (NREGA) throughout the country and make a composite comparison among the performances of the States in regard to the Act. This is why the systematic submission of the work-reports by the State Governments to the Central Government is really necessary for the proper implementation of the NREGA.

17. The Central Government of India must also have the authority to supervise and control the activities of the State Governments regarding the implementation of the NREGA. In fact, the Central Government must have to examine the reports submitted to it by the State Governments in regard to their performances in the actualisation of the NREGA, supervise the performances of the State Governments regarding their respective role in the implementation of the NREGA, evaluate and assess the roles of the Governments in this regard and even guide the State Governments regarding the successful working of the NREGA.

18. In other words, the Central Government of India must have to maintain its overwhelming authority to control and regulate the State Governments regarding their respective roles in the implementation of the NREGA and it must have to use and exercise sufficient power to compel the State Governments to work systtematically and sincerely in regard to the effective working of the NREGA. If the Central Government is sufficiently capable of maintaining such a masterly dominance and overwhelming authority to control, guide and regulate the State Governments in this regard, it will then be practically possible for Central Government to experience an worthy working of NREGA and to make it properly implemented and successfully actualised as well.

19. In order to make the NREGA successfully implemented, all concerned must be careful, cautious and conscious enough regarding the working of the NREGA. In fact, all the government bodies, departments, agencies and organisations must have to take effective steps to make the NREGA a fruitful one and must have also to keep vigilant eyes over the course of action regarding the implementation of the very Act so that they can identify the problems in the way of its implementation as well as can make attempts to solve them.

Besides the government agencies and organistions, even the Non-Government Organisations (NGOs), voluntary organistions and private organisations must have also to vigilantly look into the affair of the implementation of the NREGA and to sincerely adopt proper measures to make the Act a successful one. Even the individual persons must have also to be vigilant and vigorous enough to watch and evaluate each and every step regarding the implementation of the NREGA by the local implementing authorities of the villages. In fact, it is the conscious common people who alone can make serious protest against any kind of anomaly and irregularity in the process of implementation of the Act, committed by the local authorities and can also really resist all types of corruption, dishonesty, insincerity and even apathy of the authorities regarding the working of the Act.

In this way if all the concerned parties really come forward to keep the vigilant eyes over the issue

of the implementation of the NREGA and take conscious steps to make it properly implemeted, then it (i.e., the NREGA) is sure to become accurately actualised. Practically speaking, eternal vigilance of all concerned regarding the implementation of the very Act will actually make it a successful one.

This is why all the concerned parties from the government agencies through the Non-Government Organisations (NGOs) down to the individual persons must have to work vigilantly in the direction of the proper application of the historic Act and thereby they would be able to make it a successful one.

These very measures, mentioned above, are some of the prospective steps, we may propose very sincerely, for the proper functioning and integrated implementation of the historic National Rural Employment Guarantee Act (NREGA).

A New Light of High Hope

In order to precipitate the implementation of the NREGA, The Central Government of India has sincerely come forward and earnestly sought to assist the State Governments both financially and administratively. In fact, the Central Government has been taking effective measures to supervise the performances of the State Governments in regard to the implementation of the NREGA, to scruitinise and assess the reports sent by the Governments regarding their performances in the different projects under the NREGA and even to control and guide the activities of the Governments regarding the working of the NREGA. Not only that, the Central Government has also set up effective agencies and committees to supervise the very performances of the State Governments regarding the implementation of the NREGA and also established effective administrative machineries to make healthy co-ordination among the activities and performances of the State Governments in regard to the implementation and actualisation of the NREGA. Moreover, the Central Government has also been extending additional fund to the State Governments to help them fulfil the target of implementing the different projects under the NREGA.

In fact, additional fund is often required to meet up the urgent necessities and varying needs in the different 'Flagship Projects', heavy work projects etc. under the NREGA and to fill up the 'critical gap' of money at the last moment of the completion of the very projects. Really speaking, it often happens that due to the scarcity of sufficient amount of fund, some significant projects of work under the NREGA, undertaken by the State Governments, remain unfinished and incomplete or at least half-finished. So there is a serious gap or scarcity of money at the very critical moment, i.e., at the last moment of the very completion of the projects of work under the NREGA. This is what is strategically called the 'critical gap'. And in the case of such gap, the Central Governmetn provides the required amount of money to meet up the very critical gap of necessary fund at the finishing point of project works. In this way the Central Government of India has become really eager and quite active to make the NREGA successfully implemented or orderly actualised all over India.

Besides the Central Government, the State Governments have also become really sincere and serious enough to implement and actualise the NREGA in their respective states. The Government of West Bengal, i.e., Pashchim Banga, like the Governments of a few other states, has become energetically active in this regard. The Development and Planning Department of the Government of West Bengal has made a contract with the United Nations International Children's Emergency Fund, i.e., the UNICEF, in the direction that a non-government agency will be given the very task of reviewing the course of action of the rural employment guarantee programme, i.e., the scheme of

assurance of hundred days' employment for the village people under the NREGA and has already organised a Steering Committee in this direction. The Committee at its very first meeting has strongly decided that the UNICEF will finalise the name of the non-government agency through the legal procedure of inviting tender to review the nature of the progress of the rural employment guarantee programme and to expedite and improve the performances in this regard.

As both the Central Government of India and the State Governments jointly maintain the projects of work under the NREGA, it has been reasonably suggested in order to avoid partialty on the part of both the Governments that a third party like non-government organisation or agency will review the works of the implementation of the NREGA in West Bengal. In the direction of this review by the non-government agency, a pilot project of reviewing the works under the NREGA has been undertaken in West Bengal to review and assess the performances of the three districts of West Bengal, namely Purulia, Jalpaiguri and Murshidabad.

Besides, in order to meet up the financial needs as well as to prepare and preserve all the required information and statistics in regard to the 'Flagship Project' of the rural employment guarantee scheme, the Central Government of India has vigorously agreed to provide Thirty Eight (38) crores of Rupees by the year 2011 to the Government of West Bengal, giving Two (2) crores of Rupees to its each of the nineteen (19) districts. Out of these two crores of Rupees, one crore of Rupees will be given to meet up the critical gap of money to complete the project of ensuring hundred days' employment to the village people and the rest one crore of Rupees will be given to prepare and preserve the accurate information and statistics regarding the project works under the NREGA (Source:Ananda Bazar Patrika,6.11.2010,p.12[1-4]). The Government of West Bengal has also agreed to fulfil the required liability in connection with the implementation of the NREGA in west Bengal.

Like the State Government of West Bengal, other State Governments have also come forward to implement and actualise the NREGA in their restpective States. With a few exceptions, they have also been trying to reach the target of actualising the programme of ensuring hundred days' employment to the village people. Though the progress of all the State Governments in the implementation of the very programme under the NREGA is not commonly equal and commensurate, still the Governments of all the Indian States, with their limitations and bindings, have been seeking to implement the NREGA in their respective states to the best of their capabilities in order to popularise themselves in this regard and earn honour and dignity in both their respective states and India simultaneously. It is in this direction that they have sought to adopt and actualise different 'Flagship Projects'in regard to the implementation of the NREGA either singly or in co-operation with the Central Government of India and even with other two or more State Governments. This is no doubt a positive attitude regarding the actualisation of the NREGA on the part of the State Governments. In this way both the Central Government of India and the State Governments have, in practice, shown their eager interest in regard to the implementation of the NREGA. Hence there is a new light of hope and aspiration regarding the slow but steady success of the NREGA. This is indeed a glossy aspect of the historic Act.

Our Optimism

We do thus highly hope that the future of the NREGA is not altogether bleak, rather shinning and brilliantly radiant. Though there are a lot of problems and complexities in the way of the

implementation of the historic Act and even ther are some anomalies and irregularities among the performances of the State Governments in this regard, still we do sincerely believe that the problems and the crises are not and can not be the last word at all. Rather we should get really optimistic in our attitude regarding the bright prospect of the NREGA and should actually expect that all concerned parties, namely Government - Central and Provincial as well - , Non-Government Organisations, voluntary associations, corporate agencies, individual persons and so on, must co-operatively work a lot in the process of implementation of the very Act and must therby make it a success. Along with this, we do also expect that like the NREGA, the Central Government of India will enact a new law in near future, ensuring the employment for the 365 days in a year to the poor people of the whole of India. And if this jolly expectation of our mind is somehow fulfilled in the coming future, there will be, we do bravely believe, a socialist cult in the Indian economy and a socialist leaning in the society and polity of India as well. Let us thus hope and wait for that socialist but humane development of our India.

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WAITING FOR GODOT, THE PLAY AS A THEATRE : PROPS, GESTURES, STAGE DIRECTIONS AND THE LANGUAGE BEYOND WORDS; A READING BETWEEN THE LINES

Sayonee Acharya
Assistant Teacher, Durgapur Junior High School, Nadia, West Bengal
Email : aquanymph2187@gmail.com

Abstract

The sole objective of this paper is to highlight the nonverbal communicative medium in the play and analyze their importance in conveying the dominant issues of the play. A common flaw among readers is to read only the words of a text thereby ignoring the intrinsically associated nonverbal elements in it. This leads to an incomplete analysis of that particular text. This article focuses on the indispensable contribution of props, gestures, settings, stage directions, use of silence, use of light and darkness, etc in constructing a concrete and complete meaning of the play. When verbal language becomes inadequate for communication, when words fail to express meaning, at this juncture comes the nonverbal communicative medium, like props, gestures, stage directions, settings, etc, into play.

Much of the appeal of a play is lost if it is simply read, and not enacted. The real essence of a play, doubtless, lies in its being acted out, its being visually relished. At this juncture emerges the necessity of adapting a play to its theatrical counterpart. The sine qua non of all dramatic writing is the theatre. Ever since the time of Aeschylus plays have been written with an intention of staging them, and their value is centrally linked with their stageability. A common flaw involved in 'reading' drama is to treat drama primarily as literature or verbal text. Concentrating almost exclusively on dramatic speech to the neglect of the other elements in theatre's composite language, such flaws provide an explanation which is often at variance with the experience that a play actually communicates in performance. Theatre's composite language employs a variety of means or sign-systems to signify and communicate meaning. It involves not merely verbal but also nonverbal elements like props, gestures, settings, lightings, movements, stage direction, etc. It is through a complex interaction of all these elements that meaning is produced in theatre.

A proper and thorough understanding of modern plays like Samuel Beckett's Waiting for Godot calls for a careful and elaborate focus on the props, gestures and stage directions in the play. In the play the verbal text is relatively sparse and fragmentary consisting largely of long ponderous pauses. Much of the play's textual space is occupied by stage directions which specify expressions, movements and body language. During an actual performance of the play all these nonverbal activities take up a fairly good amount of the play's duration and make it remarkably rich in theatrical vigour. The abundance of theatricality in Waiting for Godot both emanates from and compensates for the play's 'emptiness' in other respects such as, plot, number of characters, characterization, elaborate setting, etc. The play has a symmetrical structure, a contrapuntal arrangement based on the device of

coupling, of conceiving things in pairs. The play seems to have been constructed primarily on sets of binaries. It has two acts which purport to dramatize two consecutive evenings in the life of its central characters, Vladimir and Estragon. We have another couple in the play, Pozzo and Lucky. The play employs two sets of characters and each set is a pair. Interestingly, even the messenger boy also has a brother. This contrapuntal arrangement so pervades the play that the text oscillates between the thematic polarities of the farcical and the tragic, routinized speech and ponderous silence, transience and permanence, memory and oblivion, theatrical vitality and contemplative stasis, hope and despair, salvation and damnation, existence and nonentity. Even in Beckett's other plays like Endgame and Happy Days we find couples who are interdependent on each other, Hamm and Clov in Endgame and Winnie and Willie in Happy Days.

The play primarily presents the two tramps Vladimir and Estragon as waiting in an indefinite place for an uncertain appointment with somebody called Godot who never turns up. Beckett's stage direction identifies the setting as 'a country road' but barring a 'low mound' and 'a tree' there is no other physical feature to evoke this identification in performance. Such a non-specific setting enables Beckett to isolate his characters from any social reality that might deflect attention from the generalized human situation he is portraying. Speaking about the place to Pozzo, Vladimir exclaims :

It's indescribable. It's like nothing. There's nothing. There's a tree.   (Oxford, 1997, 117).

It is interesting to note that the major issues of the play are explored as much through the props and gestures of the characters as through their dialogues, and existential nothingness is undoubtedly the dominant motif of the play. There is a great void in the lives of the two tramps as is reflected in the words of Estragon :

There's no lack of void.   (Oxford, 1997, 96).

This void is objectified in the person of Godot who can be best defined as an incarnation of absence. His identity, the very reality of his existence, is in serious doubt. Again, what surrounds this lonely empty space on all sides is further nothingness. This is probably why there is nowhere for a terrified Estragon to hide, and his 'only hope left is to disappear' (Oxford, 1997, 104) and this is precisely why the tramps say 'let's go' and do not move at the end of each act. Commenting upon their present situation Vladimir says :

Nothing happens, nobody comes, nobody goes, it's awful!   (Oxford, 1997, 71).

His words encapsulate the basic existential crisis in their lives, that there is nothing to express, nothing with which to express, no power to express, no desire to express, together with the obligation to express. Nothingness is by far definitely not a place. It is rather an absolute emptiness, a vacuum, an absence, an abstract philosophical idea rather than a topographical reality, a metaphysical sp[ace whose reigning deity is Godot or absence. Paradoxically, this space is at once physically boundless, as is reflected in the tramps' gesture of frequently scanning the horizon, and at once psychologically claustrophobic, as it is immutable and devoid of alternative possibilities. Throughout the play Vladimir and estragon strive desperately to give themselves the impression that they 'exist' and are 'inexhaustible' (Oxford, 1997, 92 & 99). They decide to 'ask each other questions', 'abuse each other', 'try and converse calmly' (Oxford, 1997, 94, 105 & 92) yet failing disappointingly, they are ruthlessly thrust into the realization of their existence :

Estragon : No use struggling.

Vladimir : One is what one is.

Estragon : No use wriggling.

Vladimir : The essential doesn't change.

Estragon : Nothing to be done. (Oxford, 1997, 51).

Time and the timelessness of time are the issues of paramount importance in the play that have been foregrounded through Pozzo's prop- his watch. Time, the fourth dimensional axis of space, is virtually non-existent for the space-bound tramps. Oscillating between memory and oblivion, and with no future prospects, they exist in a static, perpetual present :

Estragon : …They all change. Only we cant.   (Oxford, 1997, 78).

Yet their immediate concern is Time, 'that double-headed monster of damnation and salvation', to put in the words of Beckett himself in Proust. They speculate their prospects of perdition or redemption, as they wait in anxiety and anguish for the night to fall so that they may be released from their immediate misery, even if only temporarily. Thus time is the main source of the tramps' hope and despair simultaneously. Time is repetitive and cyclical- an existential prison-house from which there is no escape. Through the agonizing crisis of Estragon and Vladimir, Beckett has skillfully dramatized the macrocosmic issue of man as a helpless victim of his ontological fate. In Beckett's superb craftsmanship the waiting and changelessness of Vladimir and Estragon are balanced against Pozzo and Lucky's mobility and changeability. Just as the former couple are tied to space, the latter are inextricably linked to time. That is why time stagnates and becomes slothful when Vladimir and Estragon are alone on the stage, and it becomes energetic and fleeting during the presence of the way-faring couple.

Pozzo and Lucky embody the twin qualities of time- change and changelessness. They are the ones in the play who change. Pozzo is reduced from a man with 'wonderful sight' (Oxford, 1997, 115) to complete blindness, and Lucky who has already undergone a drastic change from a teacher of 'beautiful things' (Oxford, 1997, 63) to an incoherent babbler, is degraded from a speaking animal to a dumb automaton rendered incapable of even groaning. Again, time's changelessness, its cyclical stasis is signified in Pozzo and Lucky's perpetual wanderings. They feel they are going somewhere, in fact Pozzo even says to Vladimir :

I am bringing him (Lucky) to the fair, where I hope to get a good price for him.

(Oxford, 1997, 62).

But they are actually going round and round in a circle and are thus ensnared in this circular time of the cosmos, as Ruby Cohn puts it, 'however one may move about, one doesn't stir' (Just Play : Beckett's Theatre, 21). Even Vladimir and Estragon are trapped within this unchanging circularity of time in which day and night follow each other perennially :

Vladimir : Time has stopped.   (Oxford, 1997, 66).

Pozzo, the man initially obsessed with time and his watch, cuddling it, consulting it, putting it in his pocket, searching for it, after he has lost his eyesight and with it his notion of time realizes this endlessness of time and says :

…one day like any other day…one day we were born, one day

we shall die, the same day, the same second…   (Oxford, 1997, 119).

Physical nature follows it own cyclical movement- man is born, he ages and dies; the sun rises and sets; bare trees sprout leaves and turn bare once again- but Godot, the only possibility of redemption from this existential trap, never comes.

Repetition is a significant technique employed by Beckett to enhance the theatricality of the play. The entire play, as Ruby Cohn observes, is 'woven with repetition' (Just Play, 98). The second act is a faithful repetition of the first. In both the acts the same sequence of events are presented : the tramps reunite, wait, contrive ways of passing time, encounter Pozzo and Lucky, decide to depart and do not move. Even the routines with the props like Vladimir's hat and Estragon's boots, certain gestures like brooding, pacing, falling, arguments, estrangement and reconciliation between the tramps, considering suicide occur in both acts. The play also abounds in verbal repetitions and the most conspicuous of which is :

> Estragon : Lets' go.
> Vladimir : We can't.
> Estragon : Why not?
> Vladimir : We're waiting for Godot.
> Estragon : Ah!

The presentation of the entire sequence twice, and the repetitive character of the verbal and gestural activities within that sequence imply an endless and unchanging process- repetition 'ad infinitum'. Again, without any possibility of progress or break from this stifling circularity this process also becomes futile and mechanical- repetition 'ad absurdum'- epitomized in Vladimir's round song at the beginning of act two.

The play contains a great wealth of gestural and verbal energy which makes it an exciting theatrical experience, and the most sustained example of gestural histrionics in the play is offerd by Pozzo. His entry with Lucky is heralded by a 'terrible cry' (Oxford, 1997, 51) and their exits are preceded by Pozzo's command of 'On'. With his characteristic gestures- 'terrifying voice', 'enormous laugh', 'magnanimous gesture' (Oxford, 1997, 52, 53), and his props- the watch, the pipe, the vaporizer and the whip- Pozzo is an arch-performer who pompously announces himself to his audience :

> I present myself : Pozzo.   (Oxford, 1997, 52).

Before beginning his act he demands complete attention :

> I am ready. Is everybody listening? Is everybody ready ?   (Oxford, 1997, 60).

After the performance he wants it assessed :

> How did you find me?... Good? Fair? Middling? Poor? Positively bad ? (Oxford, 1997, 68).

He puts on a variety of roles- slave-driving master, orator, bully, friend, tragic figure; he speaks in a variety of voices- terrifying, lyrical, prosaic, furious; he performs a number of actions from eating voraciously to tragically rolling on the ground and writhing in pain.

Apart from Pozzo's performitivity and his props the play is replete with other gestural movements and stage properties. The play commences with the stage direction :

> A country road. A tree.   (Oxford, 1997, 37).

The tree becomes an important prop in the play objectifying the anonymity of Vladimir and Estragon in this vast cosmos as they argue :

> Estragon : What is it?
> Vladimir : I don't know. A willow.
> …………………………………
> Estragon : Looks to me more like a bush.

Vladimir : A shrub.

Estragon : A bush.   (Oxford, 1997, 44).

The stage direction at the opening of the second act goes as :

The tree has four or five leaves.   (Oxford, 1997, 87).

Traditionally a tree sprouting leaves would denote hope, renewal, new life. But Beckett emphatically maintains that the phenomenon does not signify hope or inspiration; it only records the passage of time. This phenomenon appears to have been employed by Beckett only to intensify the stasis of the cosmic time. Furthermore, it is this tree with the help of which Vladimir and Estragon attempt an escape from the monotony of waiting :

Vladimir : Let's just do the tree, for the balance.

Estragon : The tree?

   (Vladimir does the tree, staggering about on one leg).

Vladimir (stopping) : Your turn.

   (Estragon does the tree, staggers).   (Oxford, 1997, 106).

But ultimately when the two tramps realize that there is no escape from this spatio-temporal incarceration, they consider the prospect of suicide, once again with the help of the tree :

Vladimir : … (He looks at the tree) Everything's dead but the tree.

…………………………………………………………………….

 (Estragon draws Vladimir towards the tree. They stand motionless before it. Silence).

Estragon : Why don't we hang ourselves ?   (Oxford, 1997, 123).

The frustrations caused by the futility of life and thereafter the inability to dispense with this life is strongly reflected in the words and gestures of the tramps :

Vladimir : Suppose we repented.

Estragon : Repented what?

Vladimir : Oh… (He reflects). We wouldn't have to go into the details.

Estragon : Our being born?

   (Vladimir breaks into a hearty laugh which he immediately stifles…)

(Oxford, 1997, 41).

Existential crisis looms large in the play and it is predominantly in the gestures of Estragon that a desperate yet unsuccessful attempt to escape from this crisis is reflected. In the second act we see Estragon resuming the posture of a foetus, with his head between his knees. His desire of retreating back to his prenatal state is further accentuated in the metatheatrical roles taken up by him and Vladimir where Estragon plays the role of a sleeping infant and Vladimir enacts the role of a loving parent who lulls the baby to sleep. But on realizing that the prospect of retracing back to the prenatal state is bleak, Estragon proposes suicide, that is, if not the womb, at least the tomb.

The rope that ties Lucky to Pozzo, Lucky's luggage, Vladimir's hat, Estragon's boots are some other significant stage properties in this play. It is interesting to note that the rope which binds Lucky to Pozzo also ties Pozzo to Lucky. Thus each is tied to the other, thereby depicting a nonhierarchical interdependence between the master and the slave. Lucky's dance is yet another significant performance in the play. It is obviously a highly stylized set of gestures and movements. It is variously interpreted by its immediate spectators as, 'the scapegoat's agony', 'the Hard Stool' and 'the Net'. The dance obviously suggests anguish, strain and entanglement, and justifies all these

interpretations. It is quite evident from the gestures of Vladimir and Estragon that their personal props, a hat and a pair of boots respectively, are an obvious source of discomfort and pain to them. They constantly struggle at parting with them, but repeatedly fail disappointingly. It is in this light that their props become an objectification of their futile life, a life of inaction and nothingness, causing an excruciating yet inescapable pain. Vladimir and Estragon's preoccupation with hats in the second act, as is conveyed through Beckett's use of elaborate stage direction, has something comical about it as it is suggestive of the dull uniformity in man's life and activities. And finally one of the most important gestures in the play is seen when all the characters, Lucky, Pozzo, Vladimir and Estragon, fall on the ground in an attempt to help the others stand up. It is a visual expression of their common condition; all of them have fallen into and are entrapped within the pit called 'life', and they are best described in Vladimir's simple words :

Vladimir : We are men.   (Oxford, 1997, 112).

Considering in retrospect, Elizabethan playwrights like Shakespeare and Marlowe had not the need to include 'stage directions' in their dramatic texts because they wrote primarily for performance, not for the purpose of publication. Thus their plays abound in dazzling speeches and soliloquies spoken by stupendous personages like the atrocious villain-hero Macbeth or the introspective prince Hamlet or the credulous moor Othello or the megalomaniac King Lear or the voracious scholar Doctor Faustus or the titanic conqueror Tamburlaine. But the modern practice of including props, gestures and stage directions in the dramatic works has enabled the visualization of a play's performance on stage.

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COMPARATIVE STUDY ON ANTHROPOMETRIC CHARACTERISTICS OF REGULAR AND NON-REGULAR PHYSICAL ACTIVITY PARTICIPATING MALE STUDENTS

Kenaram Sarkar
M. P. Ed, Student, Department of Physical Education, University of Kalyani, West Bengal

Pallob Kumar Mondal
Research Scholar, Department of Physical Education, University of Kalyani, West Bengal

Dr. Sanjib Mridha
Associate Professor, Department of Physical Education, University of Kalyani, West Bengal

Abstract
The purpose of the study was to compare the anthropometric characteristics between regular and non-regular physical activity participating university male students. Eighty seven (N=87) university male students out of which two groups namely; regular physical activity group and non-regular physical activity groups were selected as the subject for this study. The different anthropometric characteristics in which body compositions were height, weight, body mass index (BMI), percentage body fat (%BF) and lean body mass- to- height ratio (LBM- to- HtR) and different skin-folds were biceps, triceps, mid-thigh, calf, sub-scapular, supra-iliac and abdomen. The results in mean, SD and t-value of different anthropometric characteristics of regular and non-regular physical activity participating was height: 167.07±3.26cm, 166.85 ± 5.04cm, weight:587.42 ± 4.39kg,58.9 ± 6.62kg, BMI: 20.95 ± 1.77 kg/m², 21.38 ± 2.26 kg/m², %BF: 4.76 ± 0.96 and 11.13 ± 3.63,fat mass:2.80 ± 0.68kg and 6.73± 2.63kg, lean body mass: 55.62 ± 4.01 and 52.75 ± 5.13kg,lean body mass to height ratio: 0.33 ± 0.03 kg/cm and 0.32 ± .03 kg/m and here. The results of different skin-folds were biceps: 0.65 ± 0.42 mm and 2.24± 1.56 mm, triceps: 2.76 ± 1.10 and 4.88 ± 2.20 mm, mid-thigh: 6.85 ± 0.88 mm and 8.85 ± 3.04 mm, calf: 3.73 ± 0.6mm and 4.69 ± 1.25 mm, sub-scapular: 5.87±1.03mm and 8.79 ± 3.25mm, supra-iliac: 3.87 ± 0.78 and 10.5 ± 4.63mm, abdomen: 6.08 ± 3.9 and 13.4 ± 1.81mm and all the anthropometric characteristics rather height, weight and BMI of both the groups were statistically significant

Key Words : Physical activity, Anthropometry, University students.

Introduction

'Anthropometry' the term etymologically comes from two Greek words, i.e., 'anthropos' and 'metron' that means – a course of study that deals with the measurement of human body as to height, weight and size of component parts, including skin-fold thickness to study and compare the relative proportions under normal and abnormal conditions[1]. With a few anthropometric measurements we

can predict not only an individual's physical standards, but it helps to understand the person's physical manifestation of total health. Therefore, anthropometric measurements are frequently used to measure and identifying the level of HRPF of different population. Common anthropometric measurements like – height, weight, BMI, %BF, LBM and WHR give much information about health, growth & development status of the growing-ups.

Methods

A total of eighty seven (N = 87) university male students out of which 31 regular participating activity student (Group-A) and 56 non-regular participating activity students (Group-B) were selected as the subject for this study. The demographic parameter i.e., age was recorded from their birth certificate. The selected anthropometric parameters were height, weight, BMI, fat mass, lean body mass, lean body mass to height ratio and they measure by following standards methods. The height and weight of subjects (barefooted and in light clothing) were measured to the nearest 0.5 cm and 0.5 kg, respectively, using the weighing machine for weight and stadiometer for height. The %body fat measurements were taken from 4 sites, namely- biceps,triceps,sub-scapular and suprailiac[2]. The body mass index (kg/m^2) was calculated from height and weight ratio of each subject. The selected skin-folds were biceps, triceps, sub-scapular, supra-iliac and abdomen taken by using skin-folds caliper.

Results and Discussions

Table 1. Personal Data of the Groups

Variables	Group – A Mean (SD)	Group – B Mean (SD)	t-value	Sig. Level
Age (Years)	23.71 (1.22)	23.82 (1.11)	0.43	0.67
Height (cm)	167.07 (3.26)	166.85 (5.04)	0.22	0.83
Weight (kg)	58.42 (4.39)	58.99 (6.62)	0.45	0.65

Table 1 represents the mean, SD and t-value of personal data of both the groups (Group–A, Group–B).The mean and SD value of Age of both groups was 23.71 ± 1.22 year and 23.82 ± 1.11 year respectively and the groups were not statistically significant at any level. The average values with SD of height of both groups were 167.07 ± 3.26 cm and 166.85 ± 5.04 cm and showed the not significant. The weights of both the groups were 58.42 ± 4.39 kg and 58.99 ± 6.62 kg as mean and SD value. The weight was also statistically not significant at any level.

Table 2. Mean, SD and t-value of two groups on body composition

Variables	Group – A Mean (SD)	Group – B Mean (SD)	t-value
BMI (kg / m^2)	20.95 (1.77)	21.38 (2.26)	0.90[n.s.]
% BF	4.76 (0.96)	11.13 (3.63)	9.58**
FM (kg)	2.80 (0.68)	6.73 (2.63)	8.16**
LBM (kg)	55.62 (4.01)	52.75 (5.13)	2.69**
LBM-to-HtR (kg/cm)	0.33 (0.03)	0.32 (0.03)	2.83**

t $_{0.05}$ 85 = 1.99, t $_{0.01}$ 85 = 2.63, n.s. = not significant

Table 2 represent the average value with SD and t- value of different variables of body composition of group – A and group – B. The mean and SD value of BMI was 20.95 ± 1.77 kg/m^2 and 21.38 ± 2.26 kg/m^2 respectively for both the groups and they were statistically not significant. Body fat percentages of both groups were 4.76 ± 0.96 and 11.13 ± 3.63 as mean and SD value and they were statistically significant in both level. The value of fat mass of both the groups were 2.80 ± 0.68 kg and 6.73 ± 2.63 kg as mean and SD and there was significantly difference between the groups at both the levels.

Table 3. Mean, SD and t-value of two groups on skin-folds (mm)

Variables	Group-A Mean (SD)		Group-B Mean (SD)		t-value
Biceps	0.65	(0.42)	2.24	(1.56)	5.60**
Triceps	2.76	(1.10)	4.88	(2.20)	5.15**
Mid-thigh	6.85	(0.88)	8.85	(3.04)	3.61**
Calf	3.73	(0.60)	4.69	(1.25)	4.12**
Sub-scapular	5.87	(1.03)	8.79	(3.25)	4.93**
Supra-iliac	3.87	(0.78)	10.50	(4.63)	7.91**
Abdomen	6.08	(3.90)	13.40	(1.81)	14.87**

** Sig. at 0.01 level (t $_{0.01}$ 85 = 2.63)

Table 3 represents the average value with standard deviation and t-value of two groups. All the skin-fold sites were statistically significant between the two groups in both levels and their mean and standard value were as biceps: 0.65 ± 0.42 mm and 2.24 ± 1.56 mm, triceps : 2.76 ± 1.10 mm and 4.88 ± 2.20, mid-thigh: 6.85 ± 0.88mm and 8.85 ± 3.04, calf: 3.73 ± 0.60 mm and 4.69 ± 1.25, sub-scapular: 5.87 ± 1.03mm and 8.79 ± 3.25 mm, Supra-iliac: 3.87 ± 0.78mm and 10.50 ± 4.63mm and abdomen 6.08 ± 3.90 mm and 13.40 ± 1.81mm. It is seen from the study that the regular activity participating group was lesser percentage of body fat in comparison to non-regular activity participating group from the view point of mean. Physical activity in regular basis could help to prevent the obesity or decrease in fat mass and increase in muscle mass.

Conclusion
1. There was no difference in Age, height and weight of the two groups.
2. Two groups were showing the difference in all the body composition variables, except BMI. Regular physical activity participation group was lean than their counterpart.
3. Thickness of skinfold at all trunk and appendicular sites were more in non-regular to regular physical activity participating group.

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TEENAGE DEPRESSION : A THREAT TO NEW GENERATION

Krushna Chandra Patra
Asst. Professor, Department of Education, Tamralipta Mahavidyalaya, Tamluk, West Bengal
Email : kcpatra_78orissa@rediffmail.com

Abstract

Adolescence is a period of transition. It is during this period of transition that most individuals face a lot of difficulties and certain problems. One of such emotional problems is depression which is termed as Teenage Depression. Depression may be different categories viz. Mild Depression, Major Depression, Bipolar Disorder, Seasonal Affected Disorder (SAD) and Post –natal Depression etc. Teenage Depression is a serious problem that affects every aspect of teen's life and in severe situations which lead to suicide. Different studies show how teen suicide rate is the highest in India putting a question mark to the parents, teachers and every community members that how to save our teens. This paper tries to find out the common signs and symptoms of teenage depression and different factors that cause teenage depression as a guide to the parents and teachers to identify their teens' levels of depression and to take remedial measures to save them. An inventory for measuring the level of teen depression is also suggested with scoring key to interpret the result by them easily. It is just an attempt to know teenage depression, to resolve these emotional problems and guide them to lead a happy future life.

***Key Words** : Teenage, Depression, Suicide, Depression screening, Depression Inventory.*

Introduction

Adolescence is the most crucial and significant stage of an individual's life which begins from 12 -13 years and ends at 18-19 years. It is the period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual , sexual and social outlook. The seeds of future success and failure are being germinated in the soil of this period. A.T Jersild significantly defined adolescence as that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.

Adolescence is the period of more complex emotions such as admiration, awe, reverence, gratitude, scorn, contempt, hatred, joy, grief, pity, shame as well as aesthetic feelings and the sentiments of moral approval and disapproval. When these emotions are not developed properly these may cause a lot of problems, one of those is depression. The depression during adolescence is termed as the teenage depression which is an alarming situation of modern generation.

Concept of Depression

Depression is a common mental disorder that causes people to experience depressed mood, loss of

interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration.

Wikipedia defines depression as it is a state of low mood and aversion to activity that may be a normal reaction to life events or circumstances, a symptom of some medical conditions, a side effect of some drugs or medical treatments, or a symptom of certain psychiatric syndromes such as the mood disorders, major depressive disorder and dysthymia.

Depression is different from feeling down or sad. Unhappiness is something which everyone feels at one time or another, usually due to a particular cause. A person suffering from depression will experience intense emotions of anxiety, hopelessness, negativity and helplessness, and the feelings stay with them instead of going away.

Depression can happen to anyone. Many successful and famous people who seem to have everything going for them battle with this problem. Depression also affects people of every age.
Half of the people who have depression will only experience it once but for the other half it will happen again. The length of time that it takes to recover ranges from around six months to a year or more.

Living with depression is difficult for those who suffer from it and for their family, friends, and colleagues. It can be difficult to know if you are depressed and what you can do about it.

Types of Depression
There are several types of depression, some of which are listed below.
Mild Depression : Depression is described as mild when it has a limited negative effect on your daily life. For example, you may have difficulty concentrating at work or motivating yourself to do the things you normally enjoy.

Major Depression : Major depression interferes with an individual's daily life - with eating, sleeping and other everyday activities. Some people may experience only one episode but it is more common to experience several episodes in a lifetime. It can lead to hospital admission, if the person is so unwell they are at risk of harm to themselves.

Bi-polar Disorder : The mood swings in bi-polar disorder can be extreme - from highs, where the individual feels extremely elated and indestructible, to lows, where they may experience complete despair, lethargy and suicidal feelings. Sometimes people have very severe symptoms where they cannot make sense of their world and do things that seem odd or illogical.

Post-natal Depression : Many new mothers experience what are sometimes called 'baby blues' a few days after the birth. These feelings of anxiety and lack of confidence are very distressing but in most cases last only a couple of weeks. Post-natal depression is more intense and lasts longer. It can leave new mothers feeling completely overwhelmed, inadequate and unable to cope. They may have problems sleeping, panic attacks or an intense fear of dying. They may also experience negative feelings towards their child. It affects one in ten mothers and usually begins two to three weeks after the birth.

Seasonal Affective Disorder (SAD) : SAD is associated with the start of winter and can last until spring when longer days bring more daylight. When it is mild, it is sometimes called 'winter blues'. SAD can make the sufferer feel anxious, stressed and depressed. It may interfere with their moods and with their sleeping and eating patterns
.

An Introduction to Teenage Depression

Teenage depression isn't just bad moods and the occasional melancholy—it's a serious problem that impacts every aspect of a teen's life. Teen depression can lead to drug and alcohol abuse, self–loathing and self–mutilation, pregnancy, violence, and even suicide.

Every 90 minutes a teenager tries to commit suicide in India. Many of these attempts are half-hearted cries for attention, help and love. But every six hours, one succeeds. The average global suicide rate is 14.5 deaths per 100,000 people, with suicide being the 4th leading cause of death in the 15-19 age groups. More adolescents die of suicide than AIDS, cancer, heart disease, obesity, birth defects and lung disease says the National Crime Records Bureau ((NCRB).
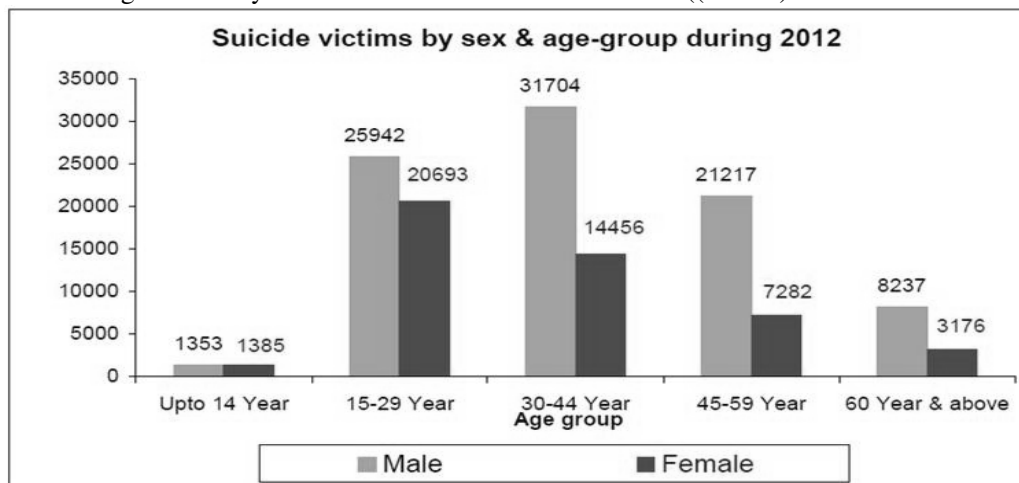
Source : Data available in National Crime Records Bureau (NCRB) report for the year 2012.

A study of NDTV reveals that suicide rates in India are highest in the 15-29 age groups. Another study by Kevin Causo for Suicide.org reports that the teens in southern India have the world's highest suicide rates.

The grim epithet to their tormented lives is the suicide note. Sometimes they express an inability to cope with pressure, as in the case of a Delhi student who hanged himself from a ceiling fan by his mother's sari. "Goodbye," he wrote.

"I can't take the pressure any longer. I love my family and I hope they will understand". Ever so often there is helplessness: "I am not doing well in exams," wrote a girl from Chandigarh to her parents before she took her life, "I can't even manage my own affairs. I've frittered away my college fees on trivia. No one is responsible for my death."

Often there is anger: "I'll come back as a ghost to haunt my teachers," read the last note of a student from Bangalore who shot himself in the head.

The prime cause lie behind all these pathetic episodes is teenage depression.

There are as many misconceptions about teen depression as there are about teenagers in general. Yes, the teen years are tough, but most teens balance the requisite angst with good friendships, success in school or outside activities, and the development of a strong sense of self.

Occasional bad moods or acting out is to be expected, but depression is something different. Depression can destroy the very essence of a teenager's personality, causing an overwhelming sense of sadness, despair, or anger.

Signs and Symptoms of Teenage Depression

Teenagers face a host of pressures, from the changes of puberty to questions about who they are and where they fit in. The natural transition from child to adult can also bring parental conflict as teens start to assert their independence. With all this drama, it isn't always easy to differentiate between depression and normal teenage moodiness. Making things even more complicated, teens with depression do not necessarily appear sad, nor do they always withdraw from others. For some depressed teens, symptoms of irritability, aggression, and rage are more prominent.

Signs and Symptoms of Depression in Teens

- Physical aches and pains
- Sadness or hopelessness
- Irritability, anger, or hostility
- Tearfulness or frequent crying
- Withdrawal from friends and family
- Loss of interest in activities
- Changes in eating habits/loss of appetite
- Finding it hard to function at work/college/school.
- Sleeping problems -- difficulties in getting off to sleep or waking up much earlier than usual
- Irresponsible behaviour -- for example, forgetting obligations, being late for classes, skipping school
- Restlessness and agitation
- Very strong Feelings of worthlessness and guilt
- Lack of enthusiasm and motivation
- Fatigue or lack of energy
- Difficulty in concentrating
- Use of alcohol or drugs and promiscuous sexual activity
- Self-harm
- Thoughts of death or suicide

If you're unsure if an adolescent in your life is depressed or just "being a teenager," consider how long the symptoms have been present, how severe they are, and how different the teen is acting from his or her usual self. While some "growing pains" are to be expected as teenagers grapple with the challenges of growing up, dramatic, long-lasting changes in personality, mood, or behavior are red flags of a deeper problem.

Causes of Teenage Depression

There are multiple reasons why a teenager might become depressed. Some of the important factors leading to Teenage depression are –

Physiological Factors

Depression can happen suddenly as a result of physical illness like heart disease, back pain and

cancer. Pituitary damage, a treatable condition which frequently follows head injuries may also lead to depression. Accidents, physical deformities are also the causes of teenage depression, since these affect teen emotions badly. Normal physical changes during adolescence like beginning of menstrual cycles, nocturnal emission and acne are also causes of depression in some cases.

Psychological Factors

In relation to the physical and emotional changes teens undergo, they feel urges to fulfill some needs unique to teenage. These are –

- Need for self respect.
- Need for self awareness.
- Need for Independence.
- Need for self assertion.
- Need for freedom.
- Need to know the unknown.
- Sexual needs.

If the needs are not fulfilled depression may results in. Sometimes due to accidental death of parents or close friends cause emotional break down in teens and lead to depression.

Social Factors

Adolescents develop the need to effect and establish contact with the outer world at a large. If they feel that they are rejected by their friends or other community members, they feel themselves worthless and develop depression. Family problems, rejection in love, quarrel between father and mother, working parents who do not attend their teens properly, social status with peers, sexual orientation, more importance on a teen of a particular gender, rigid caste system and many other life changing events may cause depression. Sometimes teen depression may result from environmental stress also.

Academic Factors

Educators in India are worried over an increasing figure - that of the rising suicide rate among adolescents. Its main cause? The pressure to do well in school, said a Times of India report. And the pressure is not from teachers but from parents, the report added.

Many research findings show the positive correlation between academic achievement and depression in teens. Low academic achievement, inadequacy over their grades, poor performance in co-curricular activities, parental expectations in relation to their wards' academic achievement, rude behaviuor of teachers are main academic factors that lead to depression in teens.

Kapil Sibal, the ex - Union Human Resource Development minister said that the sudden spike in suicides among students is a result of the growing parental pressures on the child to beat his peers

Diagnosis of Depression

In spite of the simple observation of common symptoms cited before, there are different inventories to measure the levels of teenage depression. Among those, an important inventory is given below which can be used by the parents and teachers to identify level of depression in their children.

1.Depression Screening Test By Ivan Goldberg, M. D.

Instructions : Answer each of the 18 items below about how you have felt and behaved during the past week. Be honest for the most accurate result.

I am a ☐ year old ⭘ Female ⭘ Male

All the 18 items have same options viz. Not at all, Just a little, Somewhat, Moderately, Quite a lot and Very much. For example we can take question No. 1 as follows :

I do things slowly.

☐ Not at all

☐ Just a little

☐ Somewhat

☐ Moderately

☐ Quite a lot

☐ Very much

Other 17 items with the same options are :
1. My future seems hopeless.
2. It is hard for me to concentrate on reading.
3. The pleasure and joy has gone out of my life.
4. I have difficulty making decisions.
5. I have lost interest in aspects of life that used to be important to me.
6. I feel sad, blue, and unhappy.
7. I am agitated and keep moving around.
8. I feel fatigued.
9. It takes great effort for me to do simple things.
10. I feel that I am a guilty person who deserves to be punished.
11. I feel like a failure.
12. I feel lifeless -- more dead than alive.
13. My sleep has been disturbed -- too little, too much, or broken sleep.
14. I spend time thinking about HOW I might kill myself.
15. I feel trapped or caught.
16. I feel depressed even when good things happen to me.
17. Without trying to diet, I have lost, or gained, weight.

Scoring and Interpretation of Result

Scores may be assigned for each response are as follows :

Response	Score
Not at all :	0
Just a little :	1
Somewhat :	2
Moderately :	3
Quite a lot :	4
Very much:	5

Scoring Key

If your teen scored...	Your teen may have...
54 & up	Severe depression
36 – 53	Moderate/severe depression
22 – 35	Mild to moderate depression
18 – 21	Borderline depression
10 – 17	Possible mild depression
0 – 9	No depression likely

Though the inventory is self reported, being a parent or teacher you may find out the level of your teen's depression by scoring the inventory yourself. Although for first two categories viz. *No depression likely* (score: 0-9) and Possible mild depression (score: 10-17) simple counseling and affectionate treatment with the problems of teens may work out but for other categories help of a trained mental health professional must be sought.

Besides this, other inventories may fulfill our purpose are –Beck's Depression Inventory (BDI – II, Beck et. al 1996), Major Depression Inventory (MDI, Per Bech et.al -2001) and Children Depression Inventory (CDI 2 ,Maria Kovacs, USA).

For convenient the inventories may be translated into mother tongue of the teen to whom the inventory to be administered to find out the level of depression.

Conclusion

The risk for depression increases as a child gets older. According to the World Health Organization, major depressive disorder is the leading cause of disability among Americans age 15 to 44. Because normal behaviours vary from one childhood stage to another, it can be difficult to tell whether a child who shows changes in behavior is just going through a temporary "phase" or is suffering from depression. But careful observation, open discussion with the teens about their problems, affectionate and friendly behaviour can help to stress out the situation. With medication, psychotherapy, or combined treatment, most teens with depression can be effectively treated. Teens are more likely to respond to treatment if they receive it early in the course of their illness. The teachers and parents can help teens have a smooth and successful transition from childhood to

adulthood. They must observe keenly the behavioral changes of teens to save them from depression and rescue them from the jaws of death. The manner with which the teens are handled may do much to determine both the continuing nature of their relationship in the school and the home and the character of the adolescents as they enter adult life.

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STRESS AND LIFE SATISFACTION OF ADOLESCENTS

K. C. Barmola
Lecturer, Amity University, Rajasthan
E-mail : kailash_barmola@rediffmail.com

Abstract
Present study explores the gender difference among adolescents. A sample of 60 intermediate school students has been participant of the current study. There has been always a debate over gender difference issue therefore keeping in mind this study also a step forward to find this difference in relation to life satisfaction and stress. Life Satisfaction and Stress Scale have been administered to collect the data. For analyzing the data t-test has been used in the study. Findings show that there is found no significant gender difference in terms of life satisfaction and stress among adolescents. So it can be said that there is no role of gender in terms of life satisfaction and stress among adolescents.

Key Words : *Gender, Life satisfaction, Stress, Students.*

Adolescence is described a stage of change and challenge. If one talks about gender difference among adolescents than it becomes more complicate to define it in accurate orders. There are lots of researches which suggest some aspect for male and other research estimate another aspect for female. This and others lead to it a stressful adolescence. If this is the matter of school going students than it says how overloaded of study related work and social situations demanded students to adjust in one's life. A study revealed that there are statistically significant differences between asthmatic adolescents and healthy controls on BDI, SCL-90R and psychological stress in favour of asthmatic adolescents and on life satisfaction in favour of healthy controls. Life satisfaction correlates negatively with depressive symptoms, interpersonal sensitivity, as well as school, emotional, social and family stresses. Asthmatic adolescents are more likely to experience depression, psychopathology, distress and poor life satisfaction than those without asthma (Heba and Hesham, 2010). This gender-linked vulnerability explains why adolescent females are more likely than males to become depressed when faced with negative life events and, particularly, life events with interpersonal consequences (Jill et al., 2000). In adulthood, twice as many women as men are depressed, a pattern that holds in most nations. In childhood, girls are no more depressed than boys, but more girls than boys are depressed by ages 13 to 15. Although many influences on this emergent gender difference in depression have been proposed, a truly integrated, developmental model is lacking. The authors propose a model that integrates affective (emotional reactivity), biological (genetic vulnerability, pubertal hormones, pubertal timing and development) and cognitive (cognitive style, objectified body consciousness, rumination) factors as vulnerabilities to depression that, in interaction with negative life events, heighten girls' rates of depression beginning in adolescence and account for the gender difference in depression (Hyde et al., 2008). One of the most consistent findings in the epidemiology of

posttraumatic stress disorder (PTSD) is the higher risk of this disorder in women. Explanations reviewed within a psychobiological model of PTSD suggest that women's higher PTSD risk may be due to the type of trauma they experience, their younger age at the time of trauma exposure, their stronger perceptions of threat and loss of control, higher levels of peritraumatic dissociation, insufficient social support resources, and greater use of alcohol to manage trauma-related symptoms like intrusive memories and dissociation, as well as gender-specific acute psychobiological reactions to trauma (Olff et al., 2007). In a repeated measure ANOVAs, in general, girls scored higher in seeking social support and problem solving, whereas boys scored higher in avoidant coping. These three main effects were further modified and compared to the academic situation (homework), gender differences were more pronounced for the social situation (argument with a friend), especially in adolescence (Heike et al., 2007). The association between stress and emotional states in adolescents showed that girls had significantly higher mean scores on all stress domains and on emotional states compared with boys. Conversely, boys scored significantly higher on self-esteem. The hierarchical multiple regression analysis showed a significant association between increasing stress related to peer pressure, home life, school performance and adult responsibility and higher levels of emotional states. Moreover, the associations between stress and emotional states were not moderated by gender. A strong, inverse association was found between self-esteem and emotional states. A weak moderation effect of self-esteem was found on the association between stress related to peer pressure, romantic relationships, school performance and emotional states (Unni et al., 2010). Research on gender and mental health suggests that conceptions of masculinity and femininity affect major risk factors for internalizing and externalizing problems, including the stressors men and women are exposed to, the coping strategies they use, the social relationships they engage in, and the personal resources and vulnerabilities they develop (Sarah and Dawne, 2013). The influence of child gender role and maternal feedback to child stress on the emergence of the gender difference in depressive rumination in adolescence indicated that greater feminine gender role identity among children and encouragement of emotion expression by mothers at age 11 significantly mediated the association between child sex and the development of depressive rumination at age 15, even after controlling for rumination at age 11. Maternal gender role attitudes significantly moderated the relationship between child sex and maternal encouragement of emotion expression, such that mothers who endorsed more traditional gender role attitudes themselves were particularly likely to encourage emotion expression in their daughters (Cox et al., 2010). A review of gender differences on sensitivity to the depressogenic effect of stress and HPA-axis reactivity in adolescence. Adolescent girls have a higher probability to develop depressive symptoms than adolescent boys and preadolescents. Increasing evidence indicates that girls' higher risk of depression is partly brought about by an increased sensitivity for stressful life events, particularly interpersonal stressors, which are highly prevalent in adolescent girls. Genetic risk factors for depression, as well as those for stress sensitivity, are often expressed differently in girls and boys. Also environmental adversity tends to affect girls' stress responses more than those of boys. These gender-specific association patterns have been reported for both sensitivity to stressful life events and HPA-axis responses to social stress. Together, the findings suggest that girls are more malleable than boys in response to internal and external influences (Albertine and Esther, 2011). It was investigated gender differences of children and adolescents on positive social and emotional competencies. Females were consistently rated as having significantly higher total scores on all

versions of the Social–Emotional Assets and Resilience Scales (SEARS) assessment system (p < .01), indicating consistent perceptions of females' higher levels of social-emotional competencies by all raters. These differences were not impacted by the grade students were in or the gender of the parent or teacher rater. Implications of these findings and future directions are discussed (Natalie et al., 2011). Gender differences in adolescent athletes' coping with interpersonal stressors in sport revealed gender differences, but only in select coping strategies. Gendered-coping was not robust across interpersonal sources of stress, providing partial support for the situational gender coping hypothesis. The results are discussed in relation to stress processes that mediate gendered coping as well as the implications for practitioner assistance in youth athletes' stress-management (Sharleen et al., 2010).

A study of stress and emotional reactivity as explanations for gender differences in adolescents' depressive symptoms indicated that stressful events significantly mediated gender differences in depression, and that individual difference in emotional reactivity to these stressors significantly moderated the relationship between stress and depression. We also observed significant gender differences in emotional reactivity to these stressors; temperamental differences in withdrawal negativity in infancy were marginally significant in mediating gender differences in emotional reactivity to stress in adolescence (Anna et al., 2009). In another study of relationship, relationship losses were more strongly associated with internalizing and externalizing problems in girls than boys, supporting the first hypothesis. Peer victimization at school was also associated with both types of mental health problems, but equally strong in boys and girls. Peer stress is unlikely to be associated with different mental health problems in boys and girls. Instead, boys and girls are more likely to be susceptible to different types of peer stressors (Martin et al., 2010). As it is related various coping strategies whether problem-focused, emotion-focused, and avoidant coping strategies predict key outcomes in a sample of 354 high school students. The four outcomes considered are: academic achievement, life satisfaction, positive feelings towards school, and negative feelings towards school. Results demonstrate that coping incrementally predicts all four outcomes above and beyond the effects of the Big Five personality factors, vocabulary, and demographic variables. Incremental prediction is strongest for school feeling variables, where coping predicts 17.4% of the variance in positive feelings, and 15.9% of the variance in negative feelings. All three coping styles are important in predicting different outcomes: problem-focused coping predicts grades, life satisfaction, and positive feelings about school; emotion-focused coping predicts negative feelings only; and avoidant-focused coping predicts both positive and negative feelings about school. Results suggest that coping styles are an important variable for school outcomes, and that the effectiveness of different strategies differs depending on the outcome considered (Carolyn et al., 2012).

Life satisfaction is defined as cognitive evaluation administered by each individual about general life quality or its special domains. (Diener et al., 1999). In longitudinal studies it has been indicated that adolescents' life satisfaction explains relation of low levels of life satisfaction with future internalizing and externalizing behaviors and damaging experiences with peers. (Martin et al., 2008). In an attempt to understand life satisfaction, a number of models have been advanced. For instance, top-down approach model advocate for dispositional such as personality characteristic in understanding life satisfaction (Ho et al., 2008). In line with this, researchers have reported that genetic component account for about 80% variations in well-being (Lykken and Tellegen, 1996). These findings indicated that the differences in peoples" life satisfaction are due in part to their

biological differences. If this argument is dragged to the extreme, it appears there is little we could do to change peoples feeling of satisfaction as it is predominantly genetic. Thus, some individuals have predisposition to be satisfied or unsatisfied with life. Social support is the comfort given to us by our family, friends, coworkers and others. This comfort can be in the form of resources provided by others to assist us. Social support can be instrumental, tangible, informational and emotional. Social support for adults such as workers is conceptualized as coming from three sources including family, friends and significant others (Edwards, 2004). During this process the role of family becomes so important to deal with stress. A paradox related to indulgent parenting, with both positive and negative outcomes for adolescents. Structural equation analyses showed that parental indulgence was not only related to lower stress and higher life satisfaction, but also to unhealthy eating behaviours. Path analysis indicated that both positive and negative eating outcomes for adolescents were related to parental indulgence (Catherine et al., 2012). A research study supported the claim that parents continued to be an important correlate of adolescents' well-being. Talking about problems with parents was a universal correlate. In addition, our results confirmed that being happy with school and good academic achievement were associated with adolescents' overall well-being in both girls and boys. However, while boys might benefit more from parental support and joint activities, such as having dinner together, life satisfaction among girls was associated with the number of caring friends and acceptance of parental values. These findings underline the need for using a gender perspective when analyzing youth life satisfaction (Bettina and Csaba, 2010). Parenting styles and life satisfaction among adolescents indicated that the level of family satisfaction of female adolescents was lower than that of male adolescents. The scores of adolescents from authoritative families were higher than those of adolescents from neglectful families in satisfaction with friends, living environments and family domains. In a similar way, adolescents who perceived their parents as indulgent had higher scores than adolescents who perceived their parents as neglectful in the life satisfaction dimensions of friends, family and self. No significant difference was found between authoritative and indulgent styles for any dimension of life satisfaction (Fulya, 2012). Similarly positive significant relationship was found between democratic parental attitude and subjective well-being and life satisfaction scores; negative relation was found between protective and authoritarian parental attitude and subjective well-being and life satisfaction scores (p < 0.001). According to regression analysis, perceived parental attitudes predict subjective well-being and life satisfaction significantly (Mehmet et al., 2013). Form family structure and multidimensional adolescent's life satisfaction point of of view family structure that revealed whether students lived or non intact families. Result showed that there was a significant difference between adolescents from family structure type in family satisfaction but no significant difference in other sub-scale of life satisfaction was observed (Mozhgan and Mohammadreza, 2011). For children in joint physical custody reported significantly higher levels of life satisfaction than their counterparts in other types of non-intact families. Controlling perceived family affluence, the difference between joint physical custody families and single mother or mother-stepfather families became non-significant. Difficulties in communicating with parents were strongly associated with less life satisfaction but did not mediate the relation between family structure and life satisfaction. Children in the Nordic countries characterised by strong welfare systems reported significantly higher levels of life satisfaction in all living arrangements except in single father households. Differences in economic inequality between countries moderated the association between certain family structures,

perceived family affluence and life satisfaction (Thoroddur et al., 2012). Adolescents' satisfaction with school experiences in terms of relationships with demographics, attachment relationships, and school engagement behaviour, statistically significant cross-sectional differences in school satisfaction were observed, based on grade, but not on race, gender, or socioeconomic status. Level of school satisfaction did not moderate the relationships between parent and peer satisfaction and negative student engagement behaviors at Time 2 (controlling for Time 1). School satisfaction did account for significant incremental variance across all levels of parent and peer attachment relationships, although predicting a larger proportion of variance for withdrawal behavior than for resistance/aggression behavior. Adolescents' appraisals of their school satisfaction appear to be an independent predictor of their school engagement behaviors, regardless of the quality of their parent or peer attachment relationships (Gail and Scott, 2010).

Objectives
1. To study the gender difference on life satisfaction of students.
2. To study the gender difference on stress of students.

Hypotheses
1. There would be significant difference between male and female students on life satisfaction.
2. There would be significant difference between male and female students on stress.

Methodology
Sample
   The sample for the present investigation consisted of 60 high school students (30 male and 30 female from English medium school), age ranging from 14 to 16 years randomly selected from English medium school from Assam-India.

Research Design and Data Analysis
   The present study is a quantitative assessment to study the gender difference on stress and life satisfaction of students. T-test is used to assess the gender difference on stress and life satisfaction.
Tools: The following Questionnaires were administered for the present investigation:

Recognition of Stress : The Recognition of Stress measures stress among adolescents. It contains a total of 30 items. The respondents are to respond on a five point scale. The total score ranges from 0 to 120. Its' overall reliability is 0.89

Life Satisfaction Scale : The LSC measures life satisfaction of adolescents/adult. It consists of 35 items. The respondents are to respond on a five point scale. The total score ranges from 35 to 175. Its' overall reliability is 0.84.

Results and Discussion
   Present study results are discussed in following tables. Table 1 is related to the gender difference on life satisfaction among adolescents. As table shows the mean of male 81.70 and of female 79.83

and standard difference is 13.17 and 14.84 respectively. These values do not differ statistically therefore t-value is found 0.57 which is not significant. So hypothesis is rejected. Thus on the basis of findings it may be inferred that gender is not an issue of the difference in relation to life satisfaction. This might be due increasing awareness among parents, member of family and society regarding the importance of satisfaction and its significant role in one's life (mental health and its positive result on overall human life). This lead to gender equality and this may become a factor of life satisfaction equally among adolescents.

Table 1. Showing the difference between male and female students on life satisfaction

Respondents	N	Life Satisfaction		t-value
		Mean	**SD**	
Male	30	81.70	13.17	0.57#
Female	30	79.83	14.84	

Not Significant

Table 2 is showing the difference between male and female on stress. It summarizes that the mean of male is 44.60 (SD=11.36) and female 67.87 (SD=111.77). This again does not make any difference statistically (t=1.14#). Therefore hypothesis is rejected. This no-difference among adolescents might be due equality in our society whether it is politically or economically. This could be in form of reservation for women in jobs or women empowerment movement in our society for last decades.

Table 2. Showing the difference between male and female students on stress

Respondents	N	Stress		t-value
		Mean	**SD**	
Male	30	44.60	11.36	1.14#
Female	30	67.87	111.77	

Not Significant

This increased education level (e.g., midday meal scheme of govt. and others) among children. As the education level increases so the awareness and this led to equality in our society among men and women.

This no-difference between male and female among adolescents related to life satisfaction and stress indicate that India is growing rapidly that is why gender difference is coming down. This trend is also proved in present study. Overall it can be estimated these no differences among students due to socio-economic and socio-cultural transformation in India in last decade. This has led situation (all aspects of life) in India which is decreasing gender difference in India.

Conclusion

Life satisfaction and stress among adolescents reveals that gender difference cannot be a big matter of concern. Thus one can estimate on the basis of present study findings that there is no significant role of gender in stress and life satisfaction among adolescents. And this may lead to this conclusion that there is no-significant gender difference among adolescents.

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GLOBAL WARMING AND CDM PROJECTS IN INDIA : SOME ISSUES

Nanda Dulal Hazra
Assistant Professor of Commerce, Tamralipta Mahavidyalaya, Tamluk, West Bengal
Email : nanda.hazra@rediffmail.com

Abstract

Kyoto protocol is an international agreement that aims to reduce carbon dioxide emissions and presence of green house gases in atmosphere by setting some binding targets for industrialized countries. Kyoto protocol suggested Clean Development Mechanism (CDM) as one of the project based mechanism to reduce the GHGs from the atmosphere. GHGs emission scenario of India shows that Energy sector is the main sources of CO_2 emission and in India there is a huge scope of developing CDM projects in this sector to reduce the CO_2 emission from the energy sector.CDM profile of India also shows that most of the CDM projects in India is Energy sector concentrated. In India CDM projects is mainly concentrated to industrial states. With the CDM both the investor country and host country is benefitted. Investor country is benefitted by using the Certified Emission Reduction (CER) unit for their emission limit and host country is benefitted by sustainable development.CDM process involves several steps which involves long time and huge cost. In this situation in this article I have tried to identify some important issues relating to the CDM projects.

***Key Words :** Clean Development Mechanism (CDM), Green House Gases (GHGs), Sustainable development, Certified Emission Reduction (CER) etc.*

Introduction

    The Kyoto protocol (KP) was agreed upon under the United Nations Framework Convention on Climate Change (UNFCCC) on 1997 and came into force on Feb.2005 to fight Global warming. Kyoto Protocol is an agreement signed by the country representatives to abide by the decisions to reduce the emissions. According to this protocol whole world is divided into two segment namely, Annex-I countries (Developed countries) and Annex-II countries (Developing countries). As per KP, Annex –I countries has emission reduction target but Annex-II countries has no emission reduction target. And the target is reduction of emission by 5.2% within the first commitment period (2008-2012) than the base level of 1990. The Annex-I countries can meet their emission target through any one of the three ways- (i) purchasing Assigned Amount Units (AAUs) — emissions allowances under the KP—from other Annex -I Parties under International Emissions Trading (KP Article 17), (ii) contributing to emission-reducing projects in other Annex- I Parties and acquiring Emission Reduction Units (ERUs) through Joint Implementation (JI) (KP Article 6), and (iii) contributing to emission-reducing projects in Annex-II countries through the CDM (KP Article 12). The Kyoto Protocol opens a huge scope for the developing countries more specifically for China and India to earn huge currency by participating in Emission trading and Clean Development mechanism. Because

of absence of emission reduction obligation of the developing countries. Out of all the three flexible mechanism CDM is the most attractive. Because, with the CDM projects both the industrialized countries (Annex-I) and the developing countries (Annex-II) are benefited. The Kyoto protocol states that the purpose of CDM is to assist Annex -II countries "in achieving sustainable development" AND to assist Annex I parties in achieving compliance with their quantified emission limitation and reduction commitments" (United Nations 1997).

What is Clean Development Mechanism (CDM) Project ?

This mechanism is defined in article 12 of the protocol and it enables Annex I countries to earn CER from project activities in the developing countries in exchange of providing funds and technologies to launch the projects. A party where a CDM project is implemented is called 'Host country'. The Clean Development Mechanism (CDM) aims at a cost-effective reduction of GHG emissions and technology and capital transfer from industrialized to developing countries. Reductions in emissions shall be additional to any that would occur in the absence of the certified project Activity.

The CDM allows Govt. or private entities in developed countries (having emission obligation) to implement emission reduction projects in developing countries and receive credit in the form of CER (1ton of co_2e) which they may use to meet their national reduction target. And the CER received from the host country increase the emission reduction cap of the Annex-I parties. The CER issued during the first commitment period (208-2012) can only be used by the Annex-I parties during the first commitment period. The CDM offers the industrialized countries an opportunity to reduce emission anywhere in the developing world and to use these reductions towards meeting their own GHG reduction commitments. Investment in CDM projects in developing countries by developed countries helps in achieving economic, social and environmental and sustainable developments. It also helps in cleaning land and air, improved land use, employment generation, poverty alleviation, and such other sustainable environment-friendly developmental goals.

GHG Emission Scenario in India

India's Second National Communication (2012) to UNFCCC gives the following picture about the GHGs emission in India for 2000.It is the latest official estimate of GHG emissions from India. Table 1. Summarizes the GHG emissions from various sectors by sources and removals by sinks for India for the base year 2000. The total emissions from energy, industrial processes, and agriculture and waste management sectors in India totaled 1523777.44 Gg CO_2 equivalents (1523.8 million tons (MT) of CO_2 $_e$). The total CO_2, CH_4 and N_2o were 1024772.84 Gg, 19392.30 Gg, and 257.42 Gg respectively, equaling an emission of 1511811.34 Gg CO_2 eq. (1511.81 Million tons CO_2 e) (excluding LULUCF). In India Energy sector contribute 67%, Agricultural sector contribute 23.3%, Industrial process and Product sector contributes 6% and waste sector contribute 3.4% to the total GHGs emission in 2000. CO_2 is the main component of emission from energy sector in India and contribute 92.9%. On the other hand agriculture sector is the main sources of CH_4 and N_2O and contribute 73% and 72% respectively. HFCs, PFCs and SF6 mainly generated from industrial process.

Table 1. India's national greenhouse gas inventories (in Giga Gram) of anthropogenic emissions by sources and removals by sinks of Greenhouse gases not controlled by the Montreal protocol for the year 2000

GHG source and sink categories		CO_2 emission	CO_2 removals	CH_4	N_2O	CO_2 emission
Total (Net) National emission		1024772.84	236,257.43	19,944.68	264.16	1289243.01
1	All energy	952,21952212.06		2,991.42	38.66	1027016.48
	Fuel combustion					
	Energy and transformation industries	541,19541191.33		6.96	7.78	543749.29
	Industry	228246.91		4.29	2.40	229081
	Transport	95976.83		9.50	6.22	98104.53
	All other sectors	86,79786797.00		1,618.50	22.26	127686.1
	Fugitive Fuel Emission					
	Oil and natural gas system			766.52		16096.92
	Coal mining			585.65		12298.65
2	Industrial Processes	72,56072560.78		5.39	12.80	76641.97
3	Agriculture			14,088.30	192.73	355600.6
	Enteric Fermentation			10,068.07		211429.47
	Manure Management			241.19	0.07	5086.69
	Rice Cultivation			3,540.98		74360.58
	Agricultural crop residue			238.06	6.17	6911.96
	Emission from Soils				186.49	57811.9
4	Land use, Land-use change and Forestry		236,257.43	552.38	6.74	(222568.05)
	Changes in Forest and other woody biomass stock		217,393.8	552.38	6.74	(203704.42)

GHG source and sink categories		CO$_2$ emission	CO$_2$ removals	CH$_4$	N$_2$O	CO$_2$ emission
	Forest and Grassland Conversion		18,788.08			(18788.08)
	Settlements		75.55			(75.55)
5	**Other Sources as appropriate and to the extent possible**			**2,307.19**	**13.23**	**52552.29**
5a	Waste					
5b	Emissions from Bunker fuels #	3467.12		0.05	0.10	3499.17
5c	CO2 emissions from biomass #	376,00376005.00				376005

Not counted in the national totals; *Converted by using Global Warming Potential (GWP) indexed multipliers of 21, 310 for converting CH$_4$, and N$_2$O respectively.
Source : National Communication (2012).

Table 2. Percentage of GHG$_S$ from different sector in 2000

Sectors	CO$_2$ emission(Giga Gram)	Percentage
Energy	1027016.48	67.4
Agriculture	355600.6	23.3
Industrial process	88608.07	5.8
Waste	52552.29	3.4

Source : National Communication (2000)

Table 3. Percentage of different GHGs in atmosphere in 2000

GHGs	Percentage
CO$_2$	67.25%
CH$_4$	26.73%
N$_2$O	5.24%
PFC$_s$	0.42%
HFC$_s$	0.34%
SF$_6$	0.02%

Source : National Communication (2000).

From the table 1 it is observed that most of the GHGs (67%) as well as most of the CO$_2$ (92.9%) generates from the energy sector. Fuel combustion is the main reasons of CO$_2$ emission in energy sector. And in energy categories main CO$_2$ emitters are energy and transformation industries (57%), industries (24%) and transport (10%). In this sector fugitive fuel emission which comprises of oil and natural gas system and coal mining are the main sources of non-CO$_2$ emission. In India industrial

sector generates only 7% CO_2. From the table 3. It is observed that CO_2 is the main sources of GHGs and contribute about 67.25%. CH_4 and N_2O is the second (26.73%) and third (5.24%) highest contributor in GHGs inventory in India in 2000. Agriculture sector is the main contributor (71%) of CH_4. And in Agriculture sector enteric fermentation, rice cultivation, agricultural crop residue and manure management respectively contribute the highest CH_4 in this sector. In case of N_2O agriculture sector is the main contributor (73%), followed by energy sector and industrial process sector. In agricultural sector emission from soil is the main sources (97%) of N_2O.

Present Scenario of CDM in India

Developing a CDM project should not be viewed as a commercial transaction. It is not a huge business but simply a profitable way of making business environmentally conscious. In India first CDM projects was established in 2005. According to the number of registered CDM projects with UNFCCC India placed 2nd after China. Table 4 shows that about 56% of the projects are situated in five states i.e. Maharashtra, Tamilnadu, Gujarat, Karnataka and Rajasthan and only 44% is situated in others 24 states. Out of the above five states most of them are industry oriented. In case of CER earned these five states earned about 52% of the total CER. Table 5. Shows the sector wise distribution of the CDM projects in India and it reflects that energy sector (renewable and non renewable) contributes about 73% of the total CDM projects in India and it contributes 68% of the total CER. So energy sector is the main area of CDM projects. So there is a greater scope of developing more CDM projects in others areas.

Table 4. Indian State wise CDM projects distribution during 2004 – 2012

State	No. of CDM Projects	Percentage	CER up to 2012
Maharashtra	369	13.06	61620089
Tamilnadu	366	12.95	51913167
Gujarat	357	12.63	127021481
Karnataka	252	8.92	69699588
Rajasthan	225	7.96	63178620
Andhra Pradesh	209	7.4	86823972
Uttarpradesh	163	5.77	37813167
Chhattisgarh	105	3.72	27368803
Himachal Pradesh	92	3.26	17273314
Orissa	80	2.83	22794520
West Bengal	78	2.76	26799892
Others	530	18.74	130606310
Total	**2826**	**100**	**722912923**

Source : www.cdmindia.gov.in/admin.

Table 5. Sector wise CDM projects distribution in 2012

Sector	No. of registered CDM projects	Share of sector (%)	CER upto 2012	Share of sector(%)
Energy industries(Renewable/Non-renewable)	2219	78.52	487417048	67.42
Manufacturing industries	237	8.39	64405361	8.91
Energy demand	221	7.82	27109485	3.75
Waste handling and disposal	69	2.44	12498337	1.73
Afforestation and reforestation	18	0.64	10874541	1.50
Chemical industries	18	0.64	11793853	1.63
Transport	13	0.46	1238906	0.18
Others	31	1.09	107575392	14.88
Total	**2826**	**100**	**722912923**	**100**

Source : www.cdmindia.gov.in/admin

CDM Project Cycle

The Ministry of Environment and Forests (MoEF) is the nodal ministry dealing with climate change and CDM issues in India. It established the Designated National Authority (DNA) in December 2003 as the National CDM Authority (NCDMA). The NCDMA is chaired by the Secretary of MoEF. The other members are the Ministry of External Affairs Secretary, the Ministry of Finance Secretary, the Secretary, Department of Industrial Policy and Promotion, the Ministry of Non-conventional Energy Sources Secretary, the Ministry of Power Secretary, the Planning Commission Secretary and the MoEF Joint Secretary of Climate Change. The Member-Secretary of the NCDMA is the Climate Change Director of MoEF. At first the project developer submit the Project Concept Note (PCN) and Project Design Document (PDD) in 2 CDs and through NCDMA online for consideration of the NCDMA and then the project developer will present the document in NCDMA meeting which held once in every month. If any member wants any additional information about the project the project developer will submit these information to the member and after that project will get the host country approval from India. The entire process of host country approval takes only 60 days and NCDMA charged no fees for that. After that the project developer submits all the documents to the CDM Executive Board for approval and registration. But for getting approval and registration from CDM Executive Board the projects must fulfill the following criterion-

Additionality

Emission additionality: The project should lead to real, measurable and long-term GHG mitigation. The additional GHG reductions are to be calculated with reference to a baseline scenario. The baseline scenario for a CDM project activity is the scenario that reasonably represents the anthropogenic emissions by sources of greenhouse gases (GHG) that would occur in the absence of the proposed project activity.

Technological additionality : The CDM project activities should lead to transfer of environmental

friendly technologies and know-how.

Sustainable development : For getting approval, the CDM project must help in sustainable development of the host country. This is the most important criteria for host country approval if the projects fails to fulfill this criteria will not qualify for CDM projects approval. Sustainable development criteria is judge on the basis of the following criterion.

Social well-being : The CDM project activity should improve the quality of life of people through poverty alleviation, employment generation, social disparity removal and the provision of basic amenities.

Economic well-being : The CDM project should attract additional funds to the host country.

Environmental well-being : The project should include a discussion of its impact on resource sustainability, resource degradation, biodiversity friendliness, impact on human health and reduction of pollution levels in general.

Technological well-being : The CDM project should bring environmentally sound technologies which will helps in up gradation of technological base of the host country.
    If the above discussed criterion i.e. Additionalities and sustainable development are not fulfilled a CDM projects will not be consider as CDM projects.
    In addition to the above mentioned criterion the CDM projects must follows the below mentioned steps to get registered as a CDM projects and to earn CER from this projects. All these steps constitute the CDM projects cycle. So CDM projects cycle is a series of activities which is undertaken from the host country approval to the earning of CER.

Project Design Document (PDD) : The PDD is an 'application form'. It includes all the relevant information concerning the project, i.e. how it qualifies as a CDM project, how it will be built, operated and funded, where it will be built, when it will be built, proposed baseline methodology, monitoring methodology, crediting period etc. The host country designated National Authority (DNA) must issue a statement on the PDD that the host country government is voluntarily participating in the project and the project must helps in sustainable development of the host country.

Host Country Approval : The CDM projects must receive the approval of the governments where the project in question is physically located.

Validation : Validation is a process of independent evaluation of the proposed projects activity by an external auditor known as Designated Operational Entity (DOE), which is hired by the project participants. They must evaluate the PDD in details and ensured that the project fulfill the relevant criterion for becoming a CDM projects.

Registration : After validation of the project by the DOE the project participant submits the project

report along with the validation report to the CDM Executive Board for final registration. The registration of a project will be final within eight weeks after the date of receipt by the EB unless at least three members of the EB request a review of the project activity.

Financing and Implementation : This critically important stage refers to the actual funding and building of the project. The project developer must ensure that adequate funds are secured and that the project will be built within a satisfactory timeframe and with a level of quality.

Monitoring : Once a project is operational the emission that occur from the project must be monitored according to the monitoring methodology as approved in the PDD. So, monitoring refers to the recording and archiving of relevant raw data regarding the actual emission of the projects. Then the monitoring report mentioning the emission reduction and estimated CER generation from the project is submitted to the DOE for verification.

Verification : The data collected and recorded during the monitoring stage will need to be 'verified' before it can be used to apply for CERs. Similar to validation, verification is conducted by an organization designated by the EB with the task of inspecting the data collected and the monitoring system that was utilized to collect it.

CER Issuance : This final stage is reached once the EB is also satisfied with the monitoring data and CERs will be issued in accordance to the numbers indicated by the monitoring data collected.

Problems and Prospect of CDM in India

With the CDM project both the project developer country (Annex-I) and the host country (Annex-II) are benefited. Annex –I country is benefited by using the CER generated from the CDM project and Annex –II country is benefited by sustainable development i.e. economic development, technological development, environmental development and social development. Toman, Karp and Babu (2000) conclude that "under CDM, developed countries (or firms in these countries) can fund GHG abatement projects in developing countries where abatement costs are much lower. In turn, the developed countries receive (purchase) credits ("certified emission reductions" or CERs) that can be used to offset their emission reduction obligations.India has several favourable backgrounds for establishment of CDM projects. According to Joseph B Gonsalves " India's pre-eminent position in the CDM market is due to many favourable enabling factors such as a good technical base, and a proactive National CDM Authority approving project for submission to the UNFCCC Executive Board in a time-bound manner and ensuring the contribution of CDM activities to sustainable development priorities in India". According to National Strategic Study (2005), "Projects in renewable energy, improved industrial efficiency and industrial processes, fuel switching and municipal solid waste disposal offer the greatest potential for CDM". India's approach to governing the CDM is best characterized as a 'laissez faire' system whereby the Indian government neither actively promotes nor discourages CDM project implementation in different states (Benecke 2009, Sirohi 2007). This stands in stark contrast to China's national policy, which steers CDM investment toward the country's policy priorities, such as renewable energy, and economically backward

provinces (Schroeder 2009).

On the other hand some studies have identified some problems relating to the CDM projects in India. Study of IGES and TERI conclude that "Project participants felt that the overall procedures involved with the CDM are too time-consuming, cost-intensive, inconsistent, lacking transparency and uncertain. Another major problem is the lack of a direct communication channel between project participants and the UNFCCC secretariat". In a survey Olsen (2007) concludes that CDM projects do not significantly contribute to the sustainable development". Sirohi (2007) draws the same conclusion about the CDM project regarding sustainable development but he concludes that CDM helps in developing the energy sector. Sutter and Parreno (2007) conclude that "… there are currently no UNFCCC registered CDM projects that are likely to fulfill the … twofold objectives … of emission reduction and contributing to sustainable development".

Conclusion

Presently India has no emission reduction target but in coming future this target must be imposed over India because per capita emission is increasing at a faster rate. So, we should start to reduce the emission from all sources at this point of time. Out of all the three mechanism CDM is the most effective one to reduce emission. And with these projects both the party is benefited. Presently India placed second position after China according to the number of registered CDM projects and CER earned from these projects. India's energy sector is the largest contributor (67%) of CO_2 .Most of the CDM projects has undertaken in energy sector in India. So with the use of advance technology in energy sector through CDM projects will reduce the emission from this sector in near future. So CDM projects are helping India by fund transfer, technical knowhow and by alleviating poverty and by generating new employment. In India the CDM projects is mainly concentrated in industrialized states such as Gujarat, Maharashtra etc. The reason behind it is the availability of different infrastructure required for CDM. The policy of Indian Government about the CDM that is neither encourage nor discourage the project developer to establish the CDM projects need to change. If the Government takes different policy such as developing required infrastructure, simplifying registration process of CDM projects and gives special package for establishing CDM projects in those states which are less attractive will reduce the tendency of over concentration on industrialized states and projects developer will find interest to established CDM in these states. India has several favourable enabling factors for development of CDM projects. Despite different favourable factors, there are several barriers to the CDM project development, registration and governance.

All stages of the project cycle are currently associated with considerable risks. These include insufficient predictability, a lengthy process, and high transaction costs. Project developers also face difficulty in obtaining local financing for CDM projects. This becomes even more difficult when the returns on investment are completely dependent on the carbon revenue stream. So to reduce the risk associated with the current CDM activities it is important to change the existing policy about the CDM activities. These changes are required in the area of increasing efficiency of the CDM process, reducing transaction costs and time, and enhancing transparency, consistency and predictability. Now India should increase its strength more and more and to reduce the weakness regarding the CDM so that more and more country find India as an attractive place of CDM investment.

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COMPARATIVE STUDY ON PHYSICAL CHARACTERISTICS AND PLAYING ABILITY OF STATE LEVEL SUB-JUNIOR FEMALE KHO-KHO AND KABADDI PLAYERS

Supriti Das
M. P. Ed. Student, Department of Physical Education, University of Kalyani, West Bengal

Pallob Kumar Mondal
Research Scholar, Department of Physical Education, University of Kalyani, West Bengal

Dr. Sanjib Mridha
Associate Professor, Department of Physical Education, University of Kalyani, West Bengal

Abstract
The aim of the study was to compare selected physical characteristics and playing ability of state level sub-junior female Kho-kho and Kabaddi players. Under 16-year state level female Kho-kho players (N=30) and Kabaddi players (N=30) of West Bengal were the subjects of the study. Variables of this study were height, weight, BMI, agility and their playing ability. Height, weight and BMI were obtained following anthropometric measurement guidelines. Agility - measured by right boomerang run and playing ability was assessed by three qualified coaches having proficiency in both the sports. Data of two groups were compared and only significant difference (p<0.05) was observed in none of the variables. Correlations among the variables were significant between age and all the variables; height to weight and BMI; weight to BMI and RBR to playing ability. The conclusion of the study was that state level sub-junior female Kho-kho and Kabaddi players do not differ in physical characteristics.

Key Words : *Physical characteristics, sub-junior female, playing ability, Kho-kho and Kabaddi players*

Introduction

    Structure and function are dependent on one another for understanding any sport performance. Structure determines function and function also influences structure. This is equally applicable for the sport Kho-kho. Kho-Kho is an indigenous game, which is said to have had origin in the 'Akhadas' (the wrestling schools) and the 'Vyamshalas' (the health and fitness clubs) in Maharastra. Reference to a game, like Kho-Kho, is found in the Indian mythology like the Mahabharata, where it is stated as the movement of chariots during war and zigzag path adopted by the retreating soldiers is a reflection of the chain play used in Kho-Kho as defensive tactics[1]. The first ever rules on Kho-Kho were published from Gymkhana Baroda in 1924. In 1959-60, the first national Kho-Kho Championship was organized in Vijaywada, Andhra Pradesh. Government awards for outstanding Kho-Kho players are 'Arjuna Award'and 'Eklavya Award' for men; 'Rani Laxmi Bai Award' for women; 'Veer

Abhimanyu Award' for boys under 18-years and 'Janaki Award' for girls under 16-years[2]. Kho-kho and Kabaddi both are indigenous sport, which are played all over India. The purpose of this study was to observe the difference, if any, between state level female sub-junior players of two sports in terms of their physical characteristics and playing ability.

Methods

Thirty Kho-Kho players and thirty Kabaddi players, having state level performance, were the subjects of this study. Subjects were selected from Nadia, Hooghly and North 24 Parganas districts of West Bengal. Their mean age was 14.39 ± 1.51 years for Kho-Kho group and 14.05 ± 1.47 years for Kabaddi group. Selected physical parameters were the criterion measures of this study. Those parameters were – height, weight, body mass index (BMI), agility and playing ability. Four parameters viz., height, weight, agility and playing ability were directly measured and the remaining parameters viz., BMI was derived from height-weight ratio [(Weight (kg) / Height (m)^2]. Agility was measured by right boomerang run[3]. Playing ability was determined from the ratings of three qualified coaches who having expertise in both the sports. For comparison of data of the two groups, independent t-test was used. Multiple correlations were done to find the relationships between-parameter relationship among the parameters.

Results and Discussion

Table 1 contains the data of height, weight and BMI have been presented in mean and SD forms, and the difference between means of two groups is presented in t-value.

Table 1. Comparison of two groups in all variables

Variables	Kho-Kho Group (Mean± SD)	Kabaddi Group (Mean± SD)	t-ratio
Age (years)	14.39 ± 1.51	14.05 ± 1.47	0.91[NS]
Height (cm)	150.27 ± 6.76	151.66 ± 5.99	0.85 [NS]
Weight (kg)	38.73 ± 3.31	38.25 ± 4.79	0.45[NS]
BMI (kg/m^2)	17.16 ± 1.07	16.06 ± 1.92	1.29 [NS]
R B R (s)	14.24 ± 0.56	14.53 ± 0.69	1.84 [NS]
Playing Ability	133.23 ± 20.41	120.05 ± 31.12	1.94[NS]

NS = Not Significant, RBR = Right Boomerang Run

It is observed from the table that height of Kho-kho group was 107.27 ± 6.76 cm (mean ± SD) and Kabaddi group was 151.66 ± 5.99 cm. The t-ratio is 0.85 which is lower than the tabulated value [$t_{0.05}$ (58) =1.96].Therefore, no difference in height between two groups. Weight of Kho-kho group was 38.73 ± 3.31kg and Kabaddi group was 38.25 ± 4.79 kg with the t-value 0.45, which was lower than the t-critical value. In BMI Kho-kho group was 17.16 ± 1.07kg/m^2 and Kabaddi group was 16.06 ± 1.92 with t-ratio 1.29 (p > 0.05) which was showing no significance difference between the groups. For RBR, Kho-kho group was ± 0.56 second and for Kabaddi group was 14.53 ± 0.69 second. In playing ability, Kho-kho group was 133.23 ± 20.41 and Kabaddi group was 120.05 ± 31.12, with the t-ratio 1.94 (p > 0.05).

Table 2. Inter-variable correlation of the total group (N=60)

Variables	Height	Weight	BMI	RBR	PA
Age	-.211	.110	.325*	-.394**	.707**
Height		.545**	-.288**	-.197	-.083
Weight			.644**	-.117	.086
BMI				.057	0161
RBR					-.770**

[p < 0.05, r (58) = 0.254], [p < 0.01, r (58) = 0.299]

Table 2 represents the correlation matrix of all variables of combined groups as because there was no significant difference in between the groups. The table value reveals that age was positively significant relationships (at p<0.01) among BMI, RBR and PA. The positive relationship of playing ability was prevailed in age but negative relation with RBR among the group. On the other hand playing ability was not any significant relation with height, weight and BMI. Playing ability of state level Kho-kho and Kabaddi players of particular group could be determined from their age, agility and BMI.

Conclusion
1. Height, Weight, BMI, RBR and playing ability between state level sub-junior Kho-Kho and Kabaddi players did not differ.
2. Playing ability of the subjects was related to age and agility but not with physical characteristics of the study.

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A STUDY ON SOCIO-ECONOMIC IMPACT OF MGNREGS PROGRAMME

D. Veerababu
Research Scholar, Osmania University, Andhra Pradesh
Email : veerababu.ou@gmail.com

Introduction

The National Employment Guarantee scheme (MNREGS) was implemented in 2006 India and over one year since it began in another 130 districts. Further, it has been more than three years since the National Food for Work Programme (NFFWP), the pilot scheme launched by the government as a precursor to the NREGA, was implemented in 200 districts. The debate began then and continues till date about the feasibility and utility of the MNREGS. The topic spurs an interest in everybody from all walks of life largely because of the enormity of scale. The scheme is the largest of its kind anywhere in the world and thus involves a proportionate amount of resources. However, what is truly large about the scheme that more or less dwarfs the quantum of resources being put into the scheme is the number of lives that it intends to touch and the way in which it intends to touch them.

The MNREGS' coverage has been expanded from 330 districts to all 604 districts of India beginning April, 2008. As the scheme is implemented throughout the country and as works begin everywhere, the magnitude of lives that will be touched by it will inevitably be massive. However, what is uncertain is the actual impact of the Act on the lives and livelihoods of people. Whether the Act actually makes a lasting impact on these millions of people it proposes to touch will depend on the extent to which the nation is able to extract the developmental potential of the Act. In this regard, as we move on the path towards nationwide implementation of NREGA it becomes imperative that we take stock of the experience so far in order to learn from the successes as well as failures.

This paper attempts to do just that. There have been a number of studies that look at the implementation of the act in terms of employment created as well as issues of wages, processes of implementation, feedback mechanisms, etc. However, with itineration in the villages. This paper tries to bridge this lacuna by attempting to study the effectiveness of the assets created under the act.

Background

NREGA is going through a crucial phase. It is a bit early to quantify its impacts definitively given that people are still grappling with implementation hitches. The institutional mechanisms required for implementation of such a massive scheme have still not been completely set up. In order to make sure the MNREGS does not become redundant at the hands of the existing structure, a new design has been evolved which demands a shift of power and responsibility downwards to village level institutions. Thus, new roles assigned to each instrument in this setup need to be clearly understood and internalised by all. What is most difficult and which will take time, is, the delegation of power by those higher up on the beaurocratic ladder.

This transition of power and the friction generated as a result thereof, have generated incessant negative media coverage on the performance of the MNREGS. This had triggered some uncertainty among the ranks of the government as well as those skeptical about the programme regarding the

implementation of the Act. From the current financial year the Act covers the entire country, giving the guarantee of 100 days employment to around 45 million rural households. As other public wage programmes like the SGRY has been subsumed within MNREGS, this will be the only operational wage employment programme in the country. Being focused on regeneration of village economy in the long term, the Act's success or failure potentially affects the entire rural development scenario in India. From the advocates of the Act, the excessive focus on just employment creation has also narrowed its larger objectives and potential. Without discounting the civil society's consistent monitoring of the implementation, programmes like MNREGS cannot be just examined on the basis of its short-term benefits.

Statement of the Problem

In NREGS the researcher is often required to do research on a problem with which (s) he is not very familiar. Community members may be much more familiar with it. But even they may never have given critical attention to the various aspects of the problem. A systematic analysis of the data collection, completed by the research, is a very crucial step in designing the research because it: enables those concerned to pool their knowledge of the problem, clarifies the problem and the possible factors that may be contributing to it, and facilitates decisions concerning the focus and scope of the research. Note: In a workshop setting, it may be impossible to obtain input from all concerned. The opinion of people who cannot be consulted (e.g. local staff or community members) should be solicited prior to and immediately after the workshop, before finalizing the research proposal. Areas of concern within the programmme system are often expressed in problems terms by house holds. During initial discussions the people involved in the problem area, clarify the issues by listing all the problems in the area of concern, as they perceive them. I have then tried to identify the core problem and quantify it. Looking at the example discussed in, you may decide that the core problem is i should now attempt to describe more elaborately. The lot of the problem - who is affected, when, and where and the size and intensity of the problem - is it widespread, how severe is it, what are its consequences Identify factors that may have contributed to the problem. Clarify the socioeconomic factors between the problem and contributing factors.

Objectives
- To study the socio economic conditions of the beneficiaries.
- To analyze the social impact of mangers programmes.
- To devalue the economic aspects after introducing MNREGS.
- To examine the impact of MNREGS programmes on agriculture.
- To find out the migration.

Research Methodology
Research Design
The assessment has been carried out using primary data collected through a survey instrument as well as collection of secondary data through various sources like government records, panchayat records, life histories of people and observation on field. The collection of data commenced in March 2011 with the finalization of the survey instruments.

It is unparallel in terms of design, methodology and objectives and by conferring right to employment it goes beyond mere poverty alleviation. This 'revolutionary step' is fervently expected to impel a silent revolution and rural resurgence. The NREGA has evoked panoply of optimistic expectations. some of which are already manifested: freedom from starvation, reduction in distress migration from rural areas, foundation of productive assets so crucial for unlocking the growth potential of rural India, change in rural power equation, establishment of equitable social order, economic independence and empowerment of rural women and revitalization of panchayat institutions. Moreover, growing awareness of employment as an entitlement and emergence of the scheme as an axis of struggle for social change and fight against exploitation are also harped. At the same time, the act has drawn sharp criticism, particularly from 'minimalist state' perspective. In view of the fact that state Schemes (NREGS) one needs not be sceptical about source of fund or viability of income support strategy. Nor it is indispensable to insist on, say, empowerment of women, panchayat, and transformation in power structure or fighting out injustice, which are indeed sporadic and incidental upshots of successful implementation of the scheme. After all, NREGA has modest avowed objective of livelihood security and durable asset creation. Following the universal dictum of first thing first, concerted focus should primarily revolve around fructification and actualisation of the professed goals. The starting premise of evaluation should realistically be the three watchwords, which Prime Minister Dr. Singh coined during launching of the scheme in Andhra Pradesh: "outlays must be matched by outcomes, productive assets must be created and guarantee must be implemented in true spirit." For the cause of the poor, it is imperative to scan implementation process, identify the nature and cause of deficiencies and plug the loose ends that are holding up the efficacy of the scheme. Verily, the NREGA is an opportunity and challenge.

Scope of the Study

The National Rural Employment Guarantee Act (NREGA) is the landmark legislation in the history of social security and presently the largest employment guarantee scheme in the world. This Act brings forth the crucial role of the state as the provider of livelihood for the teeming millions, offers a new deal to the rural poor and strives for creating a base for sustainable rural development. It is unparallel in terms of design, methodology and objectives and by conferring right to employment it goes beyond mere poverty alleviation. This 'revolutionary step' is fervently expected to impel a silent revolution and rural resurgence.

In view of the fact that state Schemes (NREGS) are presently in operation across all 596 and more districts, one needs not be skeptical about source of fund or viability of income support strategy. Nor it is indispensable to insist on, say, empowerment of women, panchayat, and transformation in power structure or fighting out injustice, which are indeed sporadic and incidental upshots of successful implementation of the scheme. After all, NREGA has modest avowed objective of livelihood security and durable asset creation. Following the universal dictum of first thing first, concerted focus should primarily revolve around fructification and actualization of the professed goals. The starting premise of evaluation should realistically be the three watchwords, which Prime Minister Dr. Singh coined during launching of the scheme in Andhra Pradesh : "outlays must be matched by outcomes, productive assets must be created and guarantee must be implemented in true spirit." For the cause of the poor, it is imperative to scan implementation process, identify the nature and cause of deficiencies

and plug the loose ends that are holding up the efficacy of the scheme. Verily, the NREGA is an opportunity and challenge.

Sampling

The sample frame was developed using random sampling was chosen in Nalgonda district. Within these a random sample was chosen. A random sample of 15 households per village was chosen from these villages for the household survey.

Method and Tools of Data Collection

Here are two sources for data collection.
- Primary source.
- Secondary source.

The secondary sources are those which can be collected through books, journals, news papers, inter net and from experts in the field. The researcher used secondary source to collect information for the introduction and review of literature. There are three options to collect data through primary source, namely, observation, interview and questionnaire. For the present study, the researcher used questionnaire and interview schedule for the collection of data.

The survey instrument that we developed contains detailed village and household level questionnaires called the Productive Asset Creation and Assessment Survey Tool to collect information on various aspects related to the implementation of NREGA. The survey has been fine tuned further with help from peer group reviews. It gathers information along the following set of broad parameters- An assessment of the impact of NREGA
1. On the increment of local natural resources like water, forests and land improvements;
2. On the local rural economy;
3. On the creation of sustainable and diversified rural employment opportunities;
4. On improvements in lifestyle such as changes in pattern of economy, purchasing power, housing, gender roles and responsibilities, school attendance;
5. On the nature of institutional structures created;
6. On the manner of implementation including patterns of decision-making,
7. On the impact on marginalized and the landless poor.

Analysis of Data

Data analysis was carried out centrally. The simple analysis of data was STATA. Analysis involved establishment of causal networks i.e. building a logical chain of events/evidence in order to chart out the important indicators that explain the process of asset creation and distribution of benefits. We have used statistical analysis along with qualitative data collected from field visits and reports from the field to derive trends and cross check data. This has been repeated for both the district cases to draw cross-case conclusions.

We strive to monitor and assess the potential impact of NREGA on the creation of natural resource asset base and the resultant impact of rural livelihood, food security, lifestyle changes, economic regeneration and impact on rural-urban migration. Institutional aspects such as the process of decision-making, capacity building, building long-term institutional structures have also been

assessed as also its impact on women and marginalized groups. The final objective has been to draw comparisons between the performances of NREGA in the districts. This will help us learn what steps need to be taken in order to move towards the final objective of ensuring short term and long term food and livelihood security of the rural poor.

Statistical Procedures

For the purpose of the interpretation of data, the researcher used various statistical procedures namely, percentage and quartile deviation. The chi-square test was used to find out the statistical significance between independent and dependent variable.

Findings

This section lists the main findings of the survey, followed by a comparative analysis of the in terms of performance of NREGA to draw conclusions from this analysis. Looking at the household level analysis, we queried the people on the general level of awareness of the act and its provisions, shows high awareness about the existence of the act as 84.58% of the respondents knew about the act. This figure only depicts the knowledge about the presence of NREGA and not about what it entails or its provisions. The provisions of the act are not known to a large sample as also the procedures to apply for work etc. Impact of the NREGA The dependence on forests is very high as depicted in the survey as 71.61% of the survey respondents stated that their community depended on resources for their livelihood. We queried whether the availability, remained unchanged or decreased in the past year. In response 43% respondents felt the availability had increased some what due to the NREGA works under taken while 41.8% believed it had actually decreased regardless of the works. As regards the act, with the little amount of work that has been available under NREGA it is highly unlikely that it could have had any significant impact on positive changes in forest resources.

In the future however, when work expands and covers such projects it would be interesting to reassess the impact of the act on the inter relationships between the community.

Agriculture

A good measure of a programmes development impact on the sustainability and livelihood opportunities of the rural population in an agriculture dominated region would be to see if the programme has helped diversify the crop mix in their production basket. The responses in this regard were slightly encouraging. 15% of the respondents had changed their crop mix in the last one year. While earlier they were mostly dependant on Paddy and Biri, over the previous year they were able to diversify and produce crops such as groundnut, millet and vegetables. Though small but encouraging is the percentage of people who were able to increase the area sown. 14.5% of the respondents reported such an increase due to the increased water availability as a result of works undertaken through NREGA. Overall, for our sample, NREGA works had led to a total increase in area sown by 18.25 acres.

Migration

However, a lot of people feel the 100 days per family is not enough. If each member in a family of 5 works under NREGA, then they can only work for 20 days in a year which is not sufficient to

pass through the entire lean season. So they have to migrate the rest of the year. Even the women accompany them in the migration when the work is suitable. Around 20-25% women accompany their husbands in migration. According to the survey, 60% respondents said they had migrated at least once in the past two years. The average duration of migration for those over the past two years was 140 days. This implies that they migrate out of the village for over 20% of the year. However, we do not have data for the migration before the launch of the NREGA and hence cannot compare the reduction brought about because of it. This is a massive reduction though the figures might not be representative as the rates of migration in other parts of the district might vary. This is a huge success for the NREGA and a significant step in the direction of attaining the short term objective of food and livelihood security within the village throughout the

This is verified by the data as the proportion of literate individuals among those who migrate was much higher than the illiterate. While the proportion of literate individuals was 51% overall, the proportion of literate persons among the migrants was a much higher 62%. Further, the stipulated 100 days per household is hardly enough for a family of reasonable size to pass through the entire lean season when there is no work for months. Even these 100 days are rarely provided; this could be a reflection of the much higher demand for work due to the absence of alternative means of livelihood.

Demand for the Work

Even with the current levels of awareness the demand for work under NREGA is huge. A mere 9% of the respondents wished less than 125 days of employment, about 34 % stated that they would want to work for 150 days while the remaining 57% said they want work for more than 100 days. The average number of days demanded from the entire households is 141 at the going wage rate. However, a district wise study of demand presents some interesting finding. The demand i higher at 177 days on average, then where the average demand is 108 days. This is surprising as the level of unemployment and poverty, if anything is higher in However; this might have an explanation in the level of awareness in lagging behind in terms of knowledge of the act and its provisions.

As the findings suggest there is a high potential demand for work under NREGA as many of the respondents showed a willingness to work for more than 100 days under the act. The actual person days of employment availed by the households in the sample are much below even the stipulated 100 days. This might be because of the lack of involvement of the people in the planning process as that might have resulted in less number of projects coming to villages.

Conclusion

Monitor the creation of productive assets such as water harvesting structures, the process of work selection under NREGA and whether the assets created reflect the local needs. To gauge the development potential of the productive assets created. Assess creation of employment potential for the rural poor and marginalized, particularly for women, Assess the creation of institutional systems created that can ensure long-term sustainability and people's participation. The collection of related secondary data has been an ongoing process starting in March and lasting till the closure of the field survey.

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THE CULTURE INDUSTRY AND ITS AUDIENCE : THE POLITICS OF DECEPTION, RECEPTION, CONSUMPTION AND IDENTITY CONSTRUCTION OF THE CONSUMERS

Sayonee Acharya
Assistant Teacher , Durgapur Junior High School, Nadia, West Bengal

Abstract
This paper aims at analyzing the politics employed by the culture industry to construct an audience of its own and also form an identity of that audience. The culture industry capitalizes on the deficiencies in the lives of its consumers by promising them to meet up their demands and expectations, but very shrewdly it never fulfils the promise it makes. It keeps on deferring and repressing the expectations of the consumers, thereby sustaining their demands for future profit. Simultaneously, the culture industry also manipulates the audience's demands, this is to say that the culture industry itself determines what its consumers must expect, receive and consume. Apart from deceiving the audience of what it perpetually promises to provide, the culture industry with all its cultural products also act as hegemonic tools in implanting the prevailing societal norms and ideologies into the audience's psyche. This politics of the culture industry has been explored in the fields of cinema, daily soaps, reality shows, advertisements, and popular social networking sites.

Among the numerous industrially manufactured products in the world 'culture' has emerged as one of the most pervasive, lucrative and hegemonic of all since the twentieth century. So much so that culture itself has taken up the stature and dimension of a globally acclaimed industry, better known as The Culture Industry. Technology, the most potent product of this capitalist world, has an immense contribution in the manufacturing and catering of this culture. Technology with its tremendous power of controlling and manipulating its audience induces this very same characteristic into the culture industry; this is to say, culture industry with all its cultural products are ideologically maneuvered and act as hegemonic tools in implanting the dominant ideology in the audience. In other words, the culture industry and its cultural products are not only produced by the prevailing ideologies of the world but are also instrumental in producing and perpetuating these dominant ideologies. A group of theorists hailing from the Frankfurt school like, Theodor W. Adorno and Max Horkheimer believed that the politics on which the culture industry thrives is to perpetually deceive its consumers and audience of what it perpetually promises to offer. They claim that the modern Western world, the father of the culture industry, never fulfils the utopian promise, becoming instead a rationalized, administered world that dominates individuals through instrumental reason, monopoly capitalism and political totalitarianism. The culture industry helps in serving this totalitarian impulse of the modern capitalist society because the profit and interest of all the leading broadcasting firms, publishing companies, motion pictures and advertisements are economically interwoven with all other capitalist industries.

The culture industry, like any other industry across the globe, strives to create its own audience, an audience with a uniform, standardized, homogenized identity. The culture industry looks at its consumers as a mass who must be familiarized with all the cultural products because familiarity provides a sense of comfort and identification. That is to say that the culture industry offers the very same products to its audience which it has been offering for ages but in a way that makes the product appear new and original, as though it has been specially designed and invented to meet the demands of the consumers. As per this strategy the culture industry with all its cultural products feed its audience with the dominant ideology, and it is this dominant ideology which in turn determines what the audience should demand and expect. This is to say that there occurs a uniform production to meet up the uniform expectation of a uniform audience. So every production is a production made for the mass as a whole and hence any sense of individuality of the audience is 'pseudo-individuality', a simulation of individuality. In this way the culture industry contributes to the liquidation of the 'self' of the individual and the maintenance of the status quo. It transforms art and culture into purchasable commodities and people into complacent consumers. The culture industry, moreover, helps create a state of mind in which the consumers' desires for pleasure and happiness are activated but deferred endlessly. It never sublimates the desire for happiness by providing compensatory entertainment for life but instead represses this desire for happiness which it capitalizes on from time to time.

Quite contrary to this vision of the Frankfurt school which tries to portray culture industry as a uniform, stable and totalitarian state where there exists no conflict among its products, consumers and their consumption pattern, another group of theorists led by Stuart Hall proclaimed that the audience identity is not at all stable as it is believed to be. Audience identity is always in the process of being constituted by prevailing social norms, institutions and subject positions, which means, identity is a complex concoction of the prevalent social, political, cultural, religious and economic forces. In other words, identity is a battleground. The social field is a dynamic site of numerous contending forces within which the existence of any stable, uniform identity is impossible, be it the identity of any group or class, or of any person or ethnicity. It is in the same pattern that a cultural product is formed, that is to say, any cultural product is a result of a conflict of numerous contending forces acting simultaneously. Broadly considering, culture itself is a site of conflict and contention within which audience identity, consumers' expectation, cultural products, all are in constant contestation with each other. This pluralistic characteristic of the culture industry gives it a democratic and postmodernist angle as well. Familiarity creates a sense of identification and satisfaction in the consumers but still every consumer loves to nurture this thought within his or her heart that he or she is special and different from all the other consumers, his or her needs are different from everyone else, and hence he or she deserves something unique and special which should necessarily be manufactured exclusively for him or her. This psychology of the audience is capitalized on by the culture industry and very shrewdly it offers the very same products to all its audience only under different articulations, that is, under different names and banners, thereby sustaining the illusion of the consumers that he or she is special and different. The culture industry focuses more on popular culture as contrasted to high culture. Cinema, daily soaps, advertisements, social networking sites, blogs, etc are all products of this culture industry. Let us consider each one of these elements and analyze how culture industry deploys its politics of deception, reception, consumption and identity construction of the consumers.

Cinema is an important product of the culture industry and is most instrumental in generating and

perpetuating certain prevalent ideologies like heterosexuality, monogamy, commodification of women, patriotism and other social taboos. Cinema reproduces some common stereotyped themes and codes over and over again thereby maintaining the sense of familiarity among the audience, yet altering the articulation of the film and hence making it appear as a whole new product. In Hollywood we have a series of the 'Bond' movies like *Thunderball*, *Tomorrow Never Dies, Die Another Day*, *Casino Royale*, *Skyfall*,etc, which have their Bollywood counterparts in the 'Khilari' series like *Khilari No.1*, *International Khilari*, *Khilariyon ka Khilari*, *Khilari 786*, etc, and Tollywood counterparts in films like *Challenge, Challenge 2*, *Fighter*, *Paglu*, etc. Over the years the protagonists as well as the featuring actors have changed, for example, we have seen Sean Connery, David Niven, Pierce Brosnan, Daniel Craig, etc, as 'James Bond', and Ursula Andress, Eunice Gayson, Halle Berry, etc, as the 'Bond girl'. But the central theme remained the same, action-packed scenes, a suave and rugged hero, an entrapped heroine kept as a hostage by the villains, tantalizing mystery and rescue procedure, etc. Again Hitchcock's *Rear Window*, Kiesloewsky's *A Short Love Story*, Hindi movies like *Ek Chhotisi Love Story*, *Jism*, the *Murder* series all share the same theme of projecting women's body as an object of patriarchal gaze. Similar is the case with horror flicks like *Evil Dead*, *Exorcist*, *Mirrors*, *Shutter*, *The Grudge*, the Bollywood flicks by the Ramsay Brothers, Ram Gopal Verma, the *Raaz* series, which repeatedly show a haunted house in a desolate place, a couple or a group of friends who have lost their way in a forest and take refuge in that house, some eerie incidents happening with them, a deeply buried mysterious past, some shockingly gory death scenes, a spine-chilling revelation of the mystery, and so on. This means that the paradigm of these movies remains the same, only the articulation keeps changing from time to time and context to context. Even the English cinematic counterparts of some Shakespearean plays like *Macbeth*, *Othello*, *Romeo and Juliet* also have their Bollywood counterparts in *Maqbool*, *Omkara* and *Qayamat Se Qayamat Tak*. The plot and story has remained the same, only the context has been relocated from Elizabethan England to Indian locale.

Moving on to the daily soaps and reality T.V shows. There are ample examples of popular serials of a country which are reproduced in another country under a changed title, banner and context. Shows like *Ugly Betty*, *American Idol*, *America's Got Talent*, *X-Factor*, etc, are reproduced in India under new names like *Jassi Jaisi Koi Nahi*, *Indian Idol*, *India's Got Talent*, *X-Factor* (Indian version) respectively. Even reality shows like *Jhalak Dikhla Ja*, *Sa Re Ga Ma Pa*, *India's Singing Superstar*, *Dance India Dance* have been further localized within our country itself. Each of these shows have been reproduced in West Bengal with new titles like *Jhalak Dikhla Ja (Bangla)*, *Sa Re Ga Ma Pa (Bangla)*, *Bengal's Singing Superstar*, *Dance Bangla Dance*. The strategy is, culture industry is offering its products not just to its global consumers but also to its local consumers. Just as it is more appealing to an Indian audience to see an Indian singer or dancer perform on stage in front of an Indian jury over an American performer, because an Indian audience can better familiarize himself or herself with an Indian performer compared to an American performer, similarly it is more pleasureable to a Bengali audience to see a Bengali performer than a performer from any other state. It is all about a sense of familiarity and identification. Apart from this the daily soaps also play an important part in inculcating certain societal norms into the audience's psyche. Miss. Ekta Kapoor created a revolution in Indian daily soaps with her squad of 'perfect' daughters, daughter-in-laws, sons, son-in-laws, parents and in-laws, and vamps and villains. Her 'K'series serials like *Kyunki Saas Bhi Kabhi Bahu Thi*, *Kahani Ghar Ghar Ki*, *Kasauti Zindagi Ki*, *Kahin to Hoga, Kayamat, Kutumb*,

Kussum, *Kabhi Sautan Kabhi Saheli*, *Kalash*, *Kundali*, etc, all lay emphasis on familial values and morality. Every serial has an ideal daughter from a middleclass household who is made to discontinue her studies and abandon her career pursuit and is soon married off into a not-so-ideal yet extravagant family where she faces opposition from various spheres like, an uncompromising mother-in-law, a jealous sister-in-law and a workaholic husband. But she is an ideal Indian woman who must strive against all odds with a smiling face and must emerge victorious by rectifying and establishing a healthy relationship with every member of the family and by binding the family with a single thread of mutual affection and compassion. As though this was not enough, she may even have to bear the brunt of the wantonness of her polygamous husband who is often seen as either engaged in an extramarital affair or who has a secret second marriage or who may even have an illegitimate child out of wedlock. But when the husband is cheated by the 'other' woman and when he realizes the worth of his wife he is sure to find the doors of his domestic life as well as his wife's arms wide open and ready to receive and restore him to his former glory. A cunningly politicized projection of the victory of patriarchy over women, and the idea that is being pervaded through these storylines is that men are perpetually pardonable creatures as they are 'men' whereas a woman once tied-up in the bond called marriage has no escape from it however intolerable her circumstances may be or however distressful her life may be. Along with this the audience is also being made to believe in the sanctity of marriage, that is to say that the wife must necessarily be projected as emerging victorious over the 'other' woman with the eventual return of the husband to his wife.

Now let us consider some other powerful instruments of the culture industry which are dexterously deployed to deceive the consumers: advertisements and social networking sites. It is worth noticing how culture industry tickles the various sentiments of its consumers, like patriotism, love, family values, friendship, etc, and makes huge profits through it. A leading brand of soft drinks suddenly felt that they should use 'nimboo' in their new product. Now the question is why suddenly this kind of an addition when there are plenty of other soft drinks available in the market that use lemon as an ingredient? Moreover why have they used the word 'nimboo' instead of 'lemon'? Again, a brand of noodles thought of using 'aata' in their product. Once again the same question, why have they used the word 'aata' instead of wheat? The obvious answer is that by using the Hindi terminology of lemon they aim at attracting more and more Indian consumers by making them feel that they are consuming something of their own nation and being loyal towards their country. In this way the culture industry is constructing an identity of its audience by using the camouflage of patriotism. The culture industry induces its audience to think that if they are true patriots then they should invariably consume this particular soft drink and noodles. Similarly a popular brand of snacks thought of blending some special Indian spices with some international tastes to make the consumers feel that they can relish the flavors of exotic cuisines sitting right back at home. So the message that is being propagated to the masses is that if a person wishes to make a trip to some foreign land then all he has to do is simply buy a pack of chips of this brand. Then again a particular brand of edible oil claims that the taste of the dishes prepared in it is sure to remind you of your mother and the dishes she excels in. In a way it is like claiming that this oil brings with it motherly love and affection. So if you are a mother and if you genuinely care for your children then you should use this oil to express your love and concern to your children. In this way the culture industry capitalizes on the emotions and sentiments of the consumers for making exorbitant profits. Apart from this we also see certain

brands of cosmetics and shampoos being endorsed by Hollywood as well as Bollywood personalities in their respective countries. Similarly we also get to see some brands of sports shoes being promoted by Indian sportspersons in our country which are being endorsed by other international players in their own nations. There is no doubt in the fact that the products being promoted are the same, same themes and codes are being reproduced and offered to the consumers across the globe, but just under different articulations. This is the politics of culture industry to create an audience beyond the barrier of a particular nation, that is, a global audience whose demand and consumption pattern are formulated by the culture industry itself.

Celebrating Mother's Day, Father's Day, Friendship Day, Valentine's Day, Rose Day, Women's Day and so on has become a worldwide fashion over the last few years. The politics of the culture industry behind this is to give these occasions a global exposure so that people from across the world may participate in observing these particular days, and in order to celebrate these days the consumers are hegemonically induced to spend large amount of money. This has been accelerated through advertisements and social networking sites which contribute in generating huge profit for the culture industry. For example, from almost a week ahead of Valentine's Day or Friendship Day or any other so-called 'special' day different companies start giving discount or special prizes with their products, fast food companies arrange special meal packages and make lavish decorations in their outlets, even jewellery companies have nowadays started offering discount on jewelleries exclusively for these particular days with the sole motive of attracting more and more buyers. Greetings card companies also lay no far behind in alluring the consumers to buy cards that have been specially designed for these special days. And to add fuel to the fire social networking sites keep on flashing the approach of these days thereby ingraining their importance into the public's psyche. The consumers are induced to believe that if they do not buy a card and a gift for their lover or friends on these occasions then they are not genuine lovers or friends at all. So, huge amount of profit is generated by the culture industry in the name of love, friendship and other emotions. Public networking sites like Orkut, Facebook, Twitter, promise to keep a person in touch with his or her associates. In a way they make a person feel that if they do not have an account in any of these public sites then they are 'unsocial' beings and do not possess the identity of a 'friend'. The idea is, the greater number of friends you have in your list the better friend you are. This is yet another example of how the culture industry constructs an identity of its audience. Friendship is no longer a matter of emotional and spiritual contact rather it is a matter of social contact, it is a matter of numbers, the greater the better. This is culture industry with all its politics and tactics of perpetually deceiving its consumers and audience and thereby sustaining on them.

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A STUDY ON ATTITUDE OF B. ED. STUDENTS TOWARDS VALUE ORIENTED EDUCATION

Dr. S. K. Panneer Selvam
Assistant Professor, Dept. of Education, Bharathidasan University, Tiruchirappalli, Tamil Nadu
Email : skpskpbdu@gmail.com

Abstract

It is characteristics of human species to be guided and governed by valued rather than by instincts. By values we ordinarily mean what we desire, what we cling to, what we esteem, appraise, and approve. Values are involved in each of our deliberate decisions and choices. Values guide our behaviour and give meaning to our existence. But, for our discussions here, we may take the term 'values' to mean the desirable ideals or goals which are ends in themselves and which, when achieved, elicit a deep sense of fulfillment in us. It is important for any individual or society to set the right type of values. For ultimately the stability and growth of human society is based upon and sustained by the right type of values. However, it is unquestionably true that humanity in general and the Indian society in particular is facing a serious crisis in the realm of values today.

Key Words : *Ideals- values- stability- humanity-* motivate- activities- existence.

Introduction

The ultimate aim of the value is to enable the individuals of the society to get well adjusted to their society by following certain rules and regulations. The value helps us to lead a happy and successful life and be a worthy contributing member to the society. Two main agencies that create and develop our value system are (i) Formal agencies like educational institutions and (ii) Informal agencies viz., home, peer groups, mass media, government and non-government organizations, religious places, clubs etc, to make their contribution of the formation of values. Values are described as the socially defined desires and goals that are internalized through the process of condition, learning and socialization. Values are goals set for the achievement and they motivate, define and colour all our activities cognitive, affective and conative. The concepts of values are closely associated with the concept of man.

Definition of Values

Some philosophers mentioned that values or ideas are in the nature of ought, not in nature of are. They always transcend the real and objective and are incapable of complete realizations. They are neither foreseen by any mind, human or divine, nor planned by any mind. They are known when they appear. It was stated that values are both intrinsic and instrumental. Both have their own role to play in any system of education.

Scope of the Study

The main intention of the study is to find the relation of attitude of B.Ed. students (DM) towards value oriented education with methodology, caste, annual income, sex and locality.

Objective of the Study

To study the influence of methodology, caste, annual income, sex, locality on the attitude of B. Ed. students (DM) towards value oriented education.

Tools for the Study

1. Attitude of value oriented education questionnaire was adopted from Sridhar Babu, (2002), in his study "A study of the attitude of intermediate students towards value oriented education". The questionnaire consists 70 items. It is a five point attitude scale with alternatives, Strongly agree, Agree, Doubtful, Disagree, Strongly Disagree. English version of the attitude scale towards the value oriented education was used for the present investigation. For the purpose of scoring, numerical weights were assigned to each of the 5 categories of responses, viz., Strongly Agree, Agree, Doubtful, Disagree and Strongly Disagree as suggested by Likert (1932). In this questionnaire, the negative questions are 4, 7, 11, 15, 16, 23, 25, 28, 67 and 68. Remaining questions are positive. The possible scores are 70 to 350.

2. Personal data regarding the students – 1. Name, 2. Locality, 3. Sex, 4. Caste, 5. Methodology, 6. Annual income.

Data Collection

The sample for the investigation consisted of 300 B.Ed. students (in service teachers through distance mode) in S.V.University. The stratified random sampling was applied. The male and female B. Ed. students are 150 and 150, Rural and urban B.Ed. students are 150 and 150, with 300 sample subjects. The investigator personally visited study centers with the permission of the heads of the Department of Education of the study centers. The students who attended to the study center on the day of collection of data are considered for the purpose of the investigation. It was provided to the students of the study center. The students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. Value oriented education questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' test and 'F' test was employed to test hypotheses. The obtained numerical results are adumbrated by graphical representations.

Methodology

The relationship of attitude of B.Ed. students (DM) towards value oriented education with their methodology is studied in the present investigation. On the basis of methodology, the students are divided into four groups. Group-I is formed with mathematics methodology students, Group-II formed with physical science methodology students, Groups-III is formed with biological sciences methodology students and Group-IV is formed with social studies methodology students. The attitude

of B. Ed. students towards value oriented education of the four groups was analyzed accordingly. The mean values of attitude of B. Ed. students towards value oriented education for the four groups were tested for significance by employing 'F'-test. The following hypothesis is framed.

Hypothesis 1 : There would be no significant impact of 'methodology' on the attitude of B.Ed. students towards value oriented education.

Table 1. Influence of methodology on the attitude of B. Ed. students towards value oriented education

S. No.	Methodology	N	Mean	S.D.	'F' – Test
1.	Group – I	91	240.77	40.12	
2.	Group – II	94	231.64	41.15	8.820**
3.	Group – III	54	209.67	37.38	
4.	Group – IV	60	214.95	43.17	

** indicates significant at 0.01 level.

It is found from the Table 1 that the computed value of 'F' (8.820) is greater than the critical value of 'F' (3.850) for 3 and 296 df at 0.01 level of significance. Hence the Hypothesis 1 is rejected at 0.01 level. Therefore it is concluded that the methodology has significant influence on the attitude of B. Ed. students towards value oriented education.

Caste

The relationship of attitude of B. Ed. students (DM) towards value oriented education with their caste is studied in the present investigation. On the basis of caste, the students are divided into four groups. OC students forms with the Group–I, Group–II forms with BC students, Group–III forms with SC and Group–IV forms with ST students. The attitude of B. Ed. students towards value oriented education of the four groups was analyzed accordingly. The mean values of attitude of B. Ed. students towards value oriented education for the four groups were tested for significance by employing 'F'– test. The following hypothesis is framed.

Hypothesis 2 : There would be no significant impact of 'caste' on the attitude of B.Ed. students towards value oriented education. The above hypothesis is tested by employing 'F'– test

Table 2. Influence of caste on the attitude of B. Ed. students towards value oriented education

S. No.	Caste	N	Mean	S.D.	'F' – Test
1.	OC	95	237.05	43.64	
2.	BC	89	236.52	38.52	8.982**
3.	SC	59	217.49	39.34	
4.	ST	57	207.18	40.60	

**indicates significant at 0.01 level.

It is found from the Table 2 that the computed value of 'F' (8.892) is greater than the critical value of 'F' (3.850) for 3 and 296 df at 0.01 level of significance. Hence the Hypothesis 2 is rejected at 0.01 level. Therefore it is concluded that the caste has significant influence on the attitude of B. Ed.

students towards value oriented education.

Annual Income

The relationship of attitude of B. Ed. students (DM) towards value oriented education with their annual income are studied in the present investigation. On the basis of annual income, the students are divided into three groups. Whose annual income is up to Rs. 1,00,000/- forms with the Group–I, Group – II forms with whose annual income is Rs. 1,00,001/- to Rs. 2,00,000/- and Group–III forms with whose annual income is Rs. 2,00,001 and above. The attitude of B. Ed. students towards value oriented education of the three groups was analyzed accordingly. The mean values of attitude of B. Ed. students towards value oriented education for the three groups were tested for significance by employing 'F'–test. The following hypothesis is framed.

Hypothesis 3 : There would be no significant impact of 'annual income' on the attitude of B. Ed. students towards value oriented education. The above hypothesis is tested by employing 'F'-test.

Table 3. Influence of annual income on the attitude of B. Ed. students towards value oriented education

S. No.	Annual Income	N	Mean	S.D.	'F' – Test
1.	Up to Rs. 1,00,000/-	124	215.24	45.08	
2.	Rs. 1,00,001/- to Rs. 2,00,000/-	97	238.72	39.52	9.533**
3.	Rs. 2,00,001/- and above	79	232.47	36.85	

**indicates significant at 0.01 level

It is found from the Table 3 that the computed value of 'F' (9.533) is greater than the critical value of 'F' (4.68) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis 3 is rejected at 0.01 level. Therefore it is concluded that the annual income has significant influence on the attitude of B. Ed. students towards value oriented education. The Bar diagram showing the mean values of annual income on the attitude of B. Ed.

Sex

The relationship of attitude of B. Ed. students towards value oriented education with their sex is studied in the present investigation. On the basis of sex, the students are divided into two groups. Male students form with the Group–I and Group–II forms with female students. The attitude of B. Ed. students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of B. Ed. students towards value oriented education for the two groups were tested for significance by employing 't' test. The following hypothesis is framed.

Hypothesis 4 : There would be no significant impact of 'sex' on the attitude of B. Ed. students towards value oriented education. The above hypothesis is tested by employing 't' - test

Table 4. Influence of sex on the attitude of B.Ed. students towards value oriented education

S. No.	Sex	N	Mean	S. D.	't' – Test
1.	Male	150	248.07	45.38	4.712**
2.	Female	150	220.47	39.23	

**indicates significant at 0.01 level

It is found from the Table 4 that the computed value of 't' (4.712) is greater than the critical value of 't' (2.58) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis 4 is rejected at 0.01 level. Therefore it is concluded that the sex has significant influence on the attitude of B.Ed. students towards value oriented education.

Locality

The relationship of attitude of B. Ed. students (DM) towards value oriented education with their locality are studied in the present investigation. On the basis of locality, the students are divided into two groups. Rural students form with the Group–I and Group–II forms with urban students. The attitude of B. Ed. students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of B. Ed. students towards value oriented education for the two groups were tested for significance by employing 't'–test. The following hypothesis is framed.

Hypothesis 5 : There would be no significant impact of 'locality' on the attitude of B. Ed. students towards value oriented education. The above hypothesis is tested by employing 't'-test.

Table 5. Influence of locality on the attitude of B. Ed. students towards value oriented education

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	150	222.20	41.23	3.111**
2.	Urban	150	238.70	43.24	

**indicates significant at 0.01 level.

It is found from the Table 5 that the computed value of 't' (3.111) is greater than the critical value of 't' (2.58) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis 5 is rejected at 0.01 level. Therefore it is concluded that the locality has significant influence on the attitude of B. Ed. students towards value oriented education.

Findings

There is significant influence of methodology, caste, annual income, sex and locality at 0.01 level on the attitude of B.Ed. Students towards value oriented education.

Conclusions

In the light of the findings, the following conclusions are drawn. Methodology, caste, annual income, sex and locality have significant influence on the attitude of B.Ed. Students towards value oriented education.

Educational Implications

The findings of the present research have raised some important questions related to the

educational needs of the students with special reference to their mental health

1. Methodology is the highly influenced in attitude towards value oriented education. Mathematics students have positive attitudes than the biological sciences students. Parents, teachers and the administrators to provide guidance and facilities for the biological sciences students.
2. Caste is highly influence on the attitude towards value oriented education. OC students have positive attitudes than the BC students. Parents, teachers and the administrators to provide facilities for the BC students.
3. Annual income of the parents is highly influenced in attitude towards value oriented education. High income group students have positive attitudes than the low income group students. The administrators to provide economic facilities for the low income families.
4. Sex is the highly influenced in attitude towards value oriented education. Male students have positive attitudes than the female students. Parents, teachers and the administrators to provide guidance and facilities for the female students.
5. Locality is the highly influenced in attitude towards value oriented education. Urban students have positive attitudes than the rural students. Parents, teachers and the administrators to provide guidance and facilities for the rural students.

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PHYSICAL EDUCATION FROM MULTICULTURALISM PERSPECTIVE

Sangita Banik
Research Scholar, Department of Physical Education, University of Kalyani, West Bengal

Dr. Sanjib Mridha
Associate Professor, Department of Physical Education, University of Kalyani, West Bengal

Abstract

Culture is a great social heritage of entire mankind. It represents human life and portrays human achievements. It also confines the behavior pattern of an individual. Across ethnic background, physical education fosters lifetime interpersonal skills, integrates multicultural values, thus moulding human behaviour. Regardless of athletic ability, it shares equal opportunity among individuals, both at the professional and or amateur level. As sport is a big part of our national culture and students enjoy being with their friends, the scope of Physical Education has in general and sport in particular influence in promoting entrepreneurship, excellence and human qualities across the globe.

Key Words : Multiculturalism, Cultural Heritage.

Introduction

Multiculturalism seeks to promote the value of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of different races, ethnicity, culture, language, religion, gender, and physical abilities and disabilities. Multiculturalism is an ideology, which has been often linked to the reality of understanding the contribution of different groups [1].

The purpose of this paper is to review the literature on multicultural education in the context of physical education. More specifically, the review of literature focused on physical education teachers' knowledge and skills in teaching culturally diverse students. The analytical perspectives derived from the literature centered on the following:

i) understanding multicultural education through concepts of assimilation and pluralism,
ii) theoretical frameworks on teachers' knowledge and skills in multicultural education,
iii) multicultural education in the context of teaching in physical education, and
iv) multiculturalism in the context of curriculum in physical education.

The findings revealed teacher's knowledge and skills in multicultural physical education to embrace cultural competency, cultural sensitivity, culturally responsive pedagogy, and racial identity. And to interpret multiculturalism education coursework and field experiences in teacher education programs as the important avenues for the development of positive attitudes toward cultural diversity[2].

Culture –What it is ? How it influences everyone ?

Culture is one of the most important concepts in social science. It consists of behaviour that individuals develop as a result of living in a particular group. Our culture consists of our ways of living, eating habits, thoughts, customs, traditions, morals, art, literature, religion, games and sports and many other aspects of life. Culture is learnt, social, shared, transmissive, continuous, cumulative, integrated, dynamic and adaptive aspect and it varies from society to society. Culture has many functions, thus it works as the treasury of knowledge, defines situations, attitudes, values and goals; decides our career; provides behaviour pattern and moulds personality [3].

Major different cultures in the world are African culture, Egyptian culture, Mayan culture, etc. In India, common cultural groups are Hindu, Sikhs, Rajputs, Jews, Christians, Muslims, Parsis, Judaism, etc.

Multiculturalism – How it developed ?

Multiculturalism is an important concept in respect of cultural diversity and the physical education has excellent potential for promoting multiculturalism. Multicultural physical education has been defined as an appreciation acceptance or promotion of multicultural at specific place. It seeks to promote the value of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing races, ethnicity, culture, language, religion, gender, and physical abilities and disabilities. It is an ideology, which has been often linked to the reality of understanding the contribution of different groups [4].

Multiculturalism includes several cultures of different countries, ethnic groups, or religions relating to social or educational theory encourages interest in many cultures within society rather than only one mainstream culture.

- Appreciation, acceptance or promotion of multiple cultures at specific place: usually schools, business, neighborhoods, cities or nations.
- Reaching out to develop lasting relationships among ethnic and religious communities.
- Encouraging communities to participate fully in society by enhancing their level of economic and social integration into host culture.
- Teaching multiculturalism is not only an opportunity for students to learn about differences between themselves and people who live differently, but also to understand how they are the same as people from other cultures.
- The goal of multicultural education is to provide equal opportunities for all students through educational experiences that help them to become knowledgeable and respectful of others, making teachers' knowledge and skills extremely important. One of the major goals of multicultural education is to create, within schools and society, the democratic ideals that value tolerance justice, equality, and freedom.

Games and Sports as a Cultural Heritage

Games and sports are not new to people. Indeed those were started at the very ancient times when man came into existence on the earth. If we peep in our past we can see activities like running, jumping and throwing were a part of man's life in order to save him from wild animals and hunting for meal.

Greek civilization really helped a lot for the development of games and sport. They had organized Ancient Olympic Games in and around 776 B.C. These games have influence on Modern Olympic Movement. Early Egyptians took part in swimming, wrestling and gymnastics. Romans were the man of a practical nature. They introduced chariot racing fighting against the animals and gladiatorial combats. Similarly Sweden and Denmark introduced musical and medical gymnastics. Apart from movement gymnastics, Germans introduced rhythmic exercises, skiing and dancing. America introduced games of Volleyball, Basketball and Baseball. Sport plays a prominent role in English life.

Popular team sports in England are football, cricket, rugby, badminton, athletics, tennis, golf, motorsport etc. They also helped in spreading these games around the world. This became possible due to the establishment of their colonies in different parts of the world. Archery; Wrestling and games like Shatranj were the popular game in ancient India. The country also introduced Kabaddi, Kho-Kho and many folk games.

Importance of Physically Active Lifestyle

Physical activities increases the longevity, level of energy, helps in reducing depression, increases the level of physical fitness, improves posture, increases self confidence, helps in coping with stress and preventing cardiovascular diseases. It has tremendous carryover value.

How Physical Education acts in Multicultural Society ?

In the modern society physical education is very important for one's physical growth and development, intellectual development, physical fitness, mental development, neuro muscular development, healthy instinctive expression, health and safety habits, mental relaxation. The physical education curriculum helps in optimum development, social adjustment, character development, cultural development, develops democratic values, develops healthy attitudes and promotes sportsmanship, expression and creativity, constructive use of leisure time, citizenship qualities, national integration, international understanding.

The first theme relates to the question of how the concepts of multiculturalism or inter-culturalism, nationality and citizenship can be linked to sports policy. This is essentially a conceptual ground clearing exercise but draws on some empirical data from the first of the studies referred to earlier. The second addresses the question of how we can conceptualise (and therefore evaluate) the benefits which might be claimed to accrue from sporting projects in terms of multicultural or integration policy. The third theme relates to the issue of gender, multiculturalism and sports policy.

Importance of Physical Activities in Everyone's Life in the Multicultural Society

We can say that games and sports and other physical activities of modern times are not a creation of modern thought and practice. It has a long history. In fact, the cultural heritage of the past is showing us the methods of surviving in this changing world. Physical education and sport, by its very nature, helps an individual and the society to live and withstand in many challenging situations in the multicultural context. It develops group sense from the team games; leadership qualities from different physical activities; self dependence from individual activities, taking responsibility for the activities where individuals are expected to play their roles properly; accepting mistakes from abiding by the laws and rules of the sport; accepting others and tolerance as the sport field gives equal

opportunity to every unequal people. And above all, it is the medium for manifestation of one-self to the fullest to become an integrated total man.

Conclusion

The importance of developing physique along with mind-"Gymnastics for the body and music for the soul" is the essence of thought and culture. Due to colonialism, and advent of globalisation, multiculturalism prospered, and games and sports of modern times have flourished. The identity of a nation binds through multiculturalism and is reflected in sports and games. "An organised group activity" Books, TV, Newspapers, Travelling have exposed an individual to influences outside their culture. In such dynamic cultural environment, physical education overcomes the challenges and opportunities to develop an individual as an integrated person.

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THE COMMUNIST PARTY OF INDIA, 'PEOPLE'S WAR' AND THE REVOLUTIONARY UPSURGE OF 1942 : A COMPARATIVE STUDY OF MEDINIPUR AND PURULIA IN SOUTH-WEST BENGAL

Dr. Jayanta Kumar Dab
Asst. Professor, Dept. of Political Science, Tamralipta Mahavidyalaya, Purba Medinipur, West Bengal, Email : dab.jayanta@gmail.com

Abstract
The present paper is concerned with the most controversial role played by the Communist Party of India(CPI) in the revolutionary upsurge in 1942. In the scope of the present paper an attempt has been made to review briefly on the attitude and political stand of the CPI during the revolutionary upsurge, when the party had been pursuing its 'People's War' line. It is fairly well-known that in the widespread revolutionary upsurge, the CPI did not play any role as a participant and even went to the extent of opposing the same. The experiences of present study of Medinipur and Purulia in South-West Bengal are unique/exceptional. This paper highlights that notwithstanding the party's opposition to the heroic struggle in the name of the victory of the 'People's War', the powerful attraction of this heroic struggle had drawn a sizeable section of the CPI workers and symphathizers at the local and village levels like Medinipur and Purulia district in South-West Bengal, who defied and opposed the party line and took part in this movement and played an effective role in imparting the mass character to it, has been examined in this study.

Introduction

In the history of Indian National Congress (INC) the popular revolutionary upsurge of 1942 which was called 'Quit India'(Bharat Choro) [1] was a very powerful slogan which rendered the air in August 1942, and also became famous by the name of the great 'August Revolution'. The revolution of 1942 occupies the same place in the political history of the country, as the French and Russian revolution in the history of their respective countries. It was an ultimatum to the British leaving no space for negotiation. In fact, it was the last in the series of mass movements launched by Mahatma Gandhi under the aegis of the INC against the alien rule. [2] It was in fact 'a fight to finish'[3] in the form of a mass rebellion. In the month of August of 1942 a country-wide challenge to British imperialism in various ways was started. Being inspired by the Gandhian suggestion of 'Do or Die',[4] thousands of workers, peasants, students, women, professionals, shopkeepers and employees launched the nation-wide civil resistance movement and took active part in processions, meetings, demonstrations, subversive activities and other forms of underground operations. [5]

The popular anti-British upsurge of the masses like an earthquake was spread over almost all the provinces from the Himalayas to the Kanyakumari. However, various regions in India responded to the call of the nation in different ways. For instance, Medinipur district of Bengal and Purulia Sadar subdivision under the erstwhile Manbhum district of Bihar, [6] which is now in West Bengal, had a

strong rebelling tradition. These districts occupy a place of pride in the history of great 'August Revolution.' This upheaval struck immediately at the roots of these districts. Like elsewhere in India the people of Medinipur and Purulia also played a 'glorious role' in the epic struggle in response to the call of All India Congress Committee (AICC) to fight for the country's 'last battle' for independence.[7]

Here, in this paper, an humble attempt has been made to examine a comparative account of the role of the Communist Party of India (CPI) in great 'August Revolution' of Medinipur and mostly backward district like Purulia in South-West Bengal.

Objective of the Study

The objective of the present study is mainly to provide a comparative analysis of the role of the Communist Party of India (CPI) in great 'August Revolution' of 1942 as launched in Medinipur and Purulia in South-West Bengal. In this connexion, it is significant to mention here that in view of growing importance of studying regional political history, the present study on the role of the CPI in 'August Revolution' in these districts seeks to make an humble and additional contribution to the existing literature on the nationalist upsurge of South-West Bengal. In fact, no serious efforts has so far been made to write a comparative role of the CPI in 'August Revolution' of Medinipur and mostly backward area like Purulia in South-West Bengal.

Methodology

Methods of investigation adopted in the present study are as follows:
i)   Field investigation.
ii) Interview with the direct participants of the movement and also with the persons having experience and knowledge of the course of the movement.
iii) Collection of data from : a) Books and pamphlets, b) Journals, c) news reports from contemporary national and weeklies etc., d) research articles, e) government records, and f) archival materials.

Structure of the Paper

The paper is structured in the following manner :

In section I, an attempt has been made to review briefly on the attitude and political stand of the CPI with regard to the 'August Revolution' in India.

In section II, it has been focussed that despite the adoption of the 'People's War' line, some local CPI activists of Purulia defied and opposed the all-India party line and their participation to the movement remarkably.

Section III examines that notwithstanding the party's opposition to the heroic struggle, the communist activists of Medinipur had played a significant role in the revolutionary upsurge.

Section IV focuses on the attitude of the British administration towards the local communists.

Finally, in section V, the concluding comments have been made which reflect the researcher's own evaluation.

Section – I : Attitude and Political Stand of the CPI during the 'August Revolution'

In the span of the present section an interpretative discussion of the attitude, political stand and

the role of the CPI during the 'August Revolution', when the party had been pursuing its 'People's War' line, has been attempted. These factors are still very important and relevant to all of us even after almost seventy (70) years since the launching of the 'August Revolution'. For the comprehensive understanding of the subject, the present discussion must be traced back to the outbreak of the second world war in 1939 i.e. three years before the beginning of this historic movement.

The outbreak of the Second World war on 3 September 1939 was a totalitarian and global war threw violent challenges to peace and democratic rights as well as humanity was confronted with a grave ordeal. [8] The Nazi Germany with Aldof Hitler, invaded Poland on 1st September 1939 and two days later i.e. on 3rd September Britain and France declared war immediately against Nazi Germany in order to make the world safe for democracy and thus started the devastating Second World War. [9] Within a few hours of the declaration of the war, Lord Linlithgow, the then Viceroy and Governor General of India, unilaterally declared India as a 'belligerent', without consulting the Congress, the elected members of the central Legislature, the provincial Ministers or any Indian leaders. [10]

Like other left parties of India, the CPI strongly criticized the British imperialists for dragging India into the war against the wishes of the Indian people. Side by side, the CPI adopted the policy of opposing and resisting the British war efforts and supported the Congress in its demand for independence and interim National Government. [11]

In pursuance of the Comintern line, [12] the CPI also characterized the war as the 'Second Imperialist War' and gave the call for 'a fight against the present war-mongering governments' and raised an important war-time political slogan - ''Convert Imperialist War into a Democratic War''. [13] However, during the Imperialist War period, in order to implement its policy of war - resistance and struggle for national independence, the CPI adopted the following programmes :

i) The CPI raised the political slogan – 'No co-operation in this second imperialist war' and conducted anti-war campaign throughout the whole of India under the popular slogan are as follows:

> " Eie Larai Samrajshahi,
> Hum Na Denge Ek Pai,
> Na Ek Pai, Na Ek Bhai."
> ("Neither a furthing, nor a brother in this imperialist war") [14]

ii) The CPI also carried on a widespread campaign for immediately starting an anti-imperialist mass movement for the attainment of national freedom.

iii) The CPI also campaigned for the release of all political prisoners. [15]

iv) The party gave a stiring call to the workers and peasants to resort to the path of strikes and struggles for realising their own economic demands. [16]

v) The party sought to organize anti-war worker's strikes and anti-war political general strikes under its leadership in different parts of India. For its part, at the call of the CPI, on 2 October 1939, almost ninety thousand Bombay textile workers, carried out a one-day political strike against the war and the repressive measures of imperialism, the first anti-war protest strike in the world during the period of Second World War and continued all through in March 1941, also organized a general strike in the textile industry of Bombay, in consonance with the policy of 'Proletarian Path'[17] adopted in 1940 by the CPI. [18]

During the imperialist war period, a resolution adopted by the CPI Politbureau in November 1939, declared that in the new situation the central task before the national forces was the ''revolutionary utilization of the war crisis for the achievement of National Freedom.''[19]

For obvious reasons the British imperialism could not welcome the CPI activities to rouse the political consciousness of the workers. British imperialism identified the CPI as the main danger during the imperialist war period. By promulgating various undemocratic laws like Defence of India Rules (DIR) within a few months more than five hundred communist leaders and workers were arrested from different parts of India.[20] Finally, the Government withheld the publication of their mouthpiece like National Front and Kranti and closed down the Communist Press. On the other hand, the communists, who could evade police arrest, had go to underground to carry on their militant anti-war activities.[21]

The situation changed once again in the second stage of war when Nazi Germany betrayed the Non-Aggression Pact which was signed in Moscow on 23rd August 1939 and attacked the erstwhile USSR on 22June 1941 without even a declaration of war. This German aggression forced the Soviet Union to join the Allied forces.[22] Hereafter, the communists changed their stance and the 'Second imperialist War' was transformed into a 'People's War' for the communists of the whole world, who were following in comintern line.[23]

Interestingly, it may be noted here that despite the Soviet entry into the war, there was no change in the CPI line. The CPI offered its support to the Soviet Union against the Nazi German invaders. On the other hand, the CPI also declared that it would continue the struggle against British Government and its imperialist war.[24] In that situation, the CPI followed their immediate boss, comrade Rajani Palme Dutt, one of the foremost leaders of the Communist Party of Great Britain as well as the giant of communist theory in the contemporary communist world out side Soviet Union. So, they analysed the situation as below :

The war still remains an imperialist war, as far as imperialist Britain and Nazi Germany are Concerned. It is a defensive war and a revolutionary war for the Soviet Union alone. It will only strengthen British imperialism. Remember : We can not effectively support the Soviet Union without achieving our own people's republic here. For support of the Soviet union of national defence we must deal a death blow of British imperialism.[25]

At that time, the authorities of the International Communism demanded that the CPI must support the British war efforts as they contributed to the defence of the Soviet Union, the 'Fatherland of Communism'. In this connexion, Harry Pollit, the then General Secretary of the communist Party of Great Britain emphasized that 'the task of the communists all over the world had changed. For CPI, the new task was to support Great Britain in all respects because she was fighting Nazi Germany and so became allied with the Soviet entry'.[26]

In this circumstances, on the question of co-operation with the British Government, the inner-party debate started among the two fragments of the CPI - the inner core of the leadership interned at Deoli Jail and those who remained outside. On the one hand, a few veterans like S.A. Dange, Muzaffar Ahmed, B.T. Renadive who were the prisoners in the Deoli Jail, prepared the first 'Jail Document' also popularly known as the 'Deoli Thesis', decided to follow the policy set forth by the Soviet and British commentators and arguing for the unconditional support to this 'People's War'. On the other hand, the underground party leaders like P.C. Joshi, Gangadhar Adhikari, P.S. Sundaram

Reddy and others initially criticized and rejected this 'Jail Document' and contended in accord with the prevailing nationalist opposition, that their goal was liberation of all oppressed people from both British imperialism and Fascism. However, the official CPI line of opposing the 'imperialist war' continued upto middle of December 1941. [27]

In the meantime, on 8th July 1941, Harry Pollit, issued an appeal to his own party in the form of a letter, published in the Labour Monthly edited by R.P.Dutt to explain the tasks of the party in the new situation. Naturally, the letter influenced the CPI to change its line on the war. After six months of hesitation and internal debate, on 15th December 1941, the CPI made a fundamental change in its attitude towards the war and became the anti-Fascist 'People's War' for the CPI. Finally, the CPI offered its unconditional support to the 'People's War' in order to ensure the defeat of Fascism and Nazism. Thus, the imperialist war became a 'People's War' overnight, by the magic wand of communism. [28]

Henceforth, the official attitude towards the CPI also underwent a complete change. A few communist leaders were set free, and on 23 July 1942, the ban against the communist party was lifted which was officially banned since 1934. Thus, the ban imposed upon the CPI was withdrawn after long eight years. Hereafter, the CPI functioned as a legal party and enjoyed the favours of the Government of India.[28a]

Side by side, on 23rd April 1942, the CPI sent a ten-page memorandum to the British Indian Government entitled 'Memorandum on communist policy and plan of work'. [29] In this memorandum, the CPI appealed to the government for the unconditional release of all communist prisoners, removal of restrictions on all communists, withdrawal of warrants against all underground communists and the ban imposed on communist press and publications. [30] Side by side, the memorandum offered four types of services that the CPI was ready to render to the British Government are as follows:

i) A country-wide propaganda to be started by the released party members by organizing melas, poster exhibitions, cultural functions etc. to win public support in favour of the British Government.

ii) Recruitment of young people in the army, setting up organizations of youth, students and girls for entertaining the soldiers.

iii) Recruitment of persons to organize a suicide squad with training in guerilla warfare.

iv) Keeping the production in mills and factories undisturbed and resisting all economic and political strikes in the industries. [31]

The British Government positively responded to the appeal of the CPI. For its part, the official attitude towards the CPI also underwent a complete change. A few communist leaders were set free, and on 23rd July 1942, the ban against the communist party was lifted which was officially banned since 1934. Thus, the ban imposed upon the CPI was withdrawn after long eight years. Henceforth, the CPI functioned as a legal party and enjoyed the favours of the Government of India. [32]

As the party stand, for extending unconditional support to the Government's war programme, the anti-imperialism of the CPI was temporarily suspended. Henceforth, the pro-war line of the CPI, culminated in its opposition to the great 'August Revolution' or 'Quit India' movement that started all over India from 9 August 1942. In fact, the CPI opposition to the 'August Revolution' followed the grand strategy of helping the British for combating the Fascist forces as a sequel to its 'People's War' line. Quite naturally, as an inevitable consequence of its application of the People's war theory in

India, the CPI was abstained from the support and active participation to the great 'August Revolution' [33] and 'completely isolated itself from the national mainstream.' [34]

As its part, when the 'Quit India' resolution was adopted on 8 August 1942 at Bombay, by the AICC and passed it by an overwhelming majority, only thirteen communist members of the then AICC voted against it. [35]

Side by side, it is noteworthy to mention here that although the communists denounced the 'August Revolution' as 'pernicious', 'misguided', and a 'national suicide', as well as despite the party's opposition to the heroic struggle, P.C.Joshi, the then General Secretary of the CPI, the Politboureau of the CPI and all other Communist members consistently condemned the repressive measures of the British rulers and its bureaucracy and demanded the unconditional release of the front-ranking Congress leaders like M.K.Gandhi, Nehru, Azad, Patel, Rajendra Prasad and all other national leaders and immediate negotiations with the Congress for National Government at the centre and Indian freedom. The CPI emphasized that the power should be immediately transferred to National Government as only free India could fight against Fascism and Nazism. During the 'People's War' the CPI urged all patriotic parties and groups to raise the slogan : "National Unity for National Defence and National Government." [36]

In this regard, it is significant to mention here that on the questions of war and the support to the 'August Revolution', brought about a fundamental change in the relationship among the left parties. As a result, the left-wings in India broke-up and was divided into two groups - the CPI and RDP offered their unconditional support to the 'People's War' line and opposed the impending 'August Revolution' in accordance with their party line on the one hand and on the other hand, the Forward Bloc and RSP strongly opposed to co-operate with the British Government and participated in the 'August Revolution.' Thus, the CPI began to proceed along their respective ways, would be discussed in the next sections. [37]

Section – II : Participation of the Local CPI Activists of Purulia

Notwithstanding the party's opposition to the 'August Revolution' and the formal CPI position was in support of British war efforts, many party members and workers opposed the party line and supported and even took a leading role in the 'August Revolution' in different parts of the country. For example, the powerful attraction of this heroic movement had drawn a few communist Party members and sympathizers at the local and village level like Purulia in South-West Bengal, who participated in the movement despite the official position taken by the CPI, has been examined in the remaining section.

Needless to say that although the emergence and the efforts for consolidation of the communist outfit began in the early 1920s in India, influenced by the political impact created by the Russian Revolution of 1917, [38] communism could not grow earlier in Purulia because of the lack of organizational strength of its adherents. Yet, its presence was felt at the industrial areas at Dhanbad subdivision of the district, where the trade union activities were organized by a few communist and trade union leaders like Sushil Dasgupta, Samarendra Mohan Ray and Prabir Mallik and from there, they got themselves in touch with the anti-imperialist struggle of Purulia. [39]

Before a full - fledge communist party took its shape in Purulia, a few communist minded persons formed an 'activist Group' in 1937-38. [40] However, the opportunity for communist consolidation in

Purulia came in 1939 when on 1 and 2 July the Manbhum District Students' Conference was organized under the auspices of the district CPI at Purulia town. The conference was attended by Biswanath Mukherjee, the then Secretary of students' Federation of India. The conference was said to have germinated the seeds of communism among the student community of Purulia on the eve of the August movement. [41]

Though the Manbhum District Congress Committee (MDCC) played a major role in the August movement, like other leftist political outfits, [42] the CPI also contributed in their own ways to intensify the movement in the district.

The CPI leaders and workers participated in August movement separately though their party acted otherwise at the national level. From our interviews with some of the living leaders of the party in Purulia, it is evident that the relation between the MDCC and CPI was anything but cordial. From the inception the CPI considered the congress as a stooge of British imperialism which was an out-and-out arch-enemy of the communists. Therefore, there was a clearcut ideological difference between the two parties. During the August movement, the CPI leaders and workers were in favour of working in the countryside among the peasants and workers to strengthen the movement. [43]

Before the August movement, a few of the local communist leaders of Purulia joined the Radical Democratic Party (RDP) of M.N. Roy in 1940, [44] they were Nakul chandra Mahato, Asok Nath Chowdhury, Mahadev Mukherjee and others. As the RDP had no solid organizational foundation in the district, those leaders joined again the CPI during the period of August movement. [45]

According to Nakul Chandra Mahato, the objective of the Communists of the district was at that time, to direct the August movement under the collective leadership of peasants and workers as the communists were against all sorts of capitalist and feudal exploitation. Mahato also held that the reluctance of the peasants and workers of Purulia to rally round the congress was due to the latter's failure to lead any struggle for the redress of their grievances. Naturally, the communists in the district had to fight twin battles : against the British, and for the satisfaction of the demands of the workers and peasants.[46]

Thus, the communists in Purulia got into action from 15th August 1942. At the beginning, their activities were concentrated in Purulia town. But after the arrest of Sushil Dasgupta and Samarendra Mohan Ray, a front-ranking leader of Kisan Sabha of the district, the centre of action of the communists were shifted to the rural areas. The communist leaders like Prabir Kumar Mallik, Amulya Karmakar, Nitai Ganguly, Phatik Banerjee and others organized mainly the lac and Bidi workers of Jhalda, Balarampur and Manbazar. Those workers led by the communist, raised anti-British slogans, cut the telegraphic lines at Balarampur and engaged in other subversive activities at various places of Purulia sadar subdivision. [47]

Section – III : The Communist Activists of Medinipur and their Significant Role

Like Purulia, the emergence and the efforts for consolidation of the communist outfit in Medinipur district began in the forty decades of the twentieth century. A few revolutionaries of the district notably Bhupal Panda, one of the founders of the Medinipur Kisan Sabha, Bankim Maiti, Rabi Mitra, Haren Mitra, Saroj Ray, Mohini Mondal, Deben Das and few other peasant organizers formed the base of the Kisan Sabha and of the CPI at Tamluk, Panskura, Moyna, Mahishadal, Nandigram and Keshpur thanas and had gained considerable influence. [48] It may be noted here that those peasant

organizers worked under the umbrella of the INC due to the ban on CPI but sought political guidance not from Congress leaders but from the Kisan Sabha with whom they came into contact in 1939.[49] It is also interesting to note that as Medinipur was essentially an agricultural district, the communist activists worked among the peasants and thus, in most cases, fulfilled in AIKS effort at organizing anti-landlord agitation at the grassroots such as 'Sanja' tenants movement in 1938 - 39 at Keshpur led by Rabi Mitra, sharecropper movement at Mahishadal, Sutahata, Nandigram and no-rent struggle in 1940 at Tamluk subdivision in East Medinipur led by Bhupal Panda.Thus, the CPI had spread considerable influence through their Agrarian movements in the district on the eve of the August rebellion.[50]

It is fairly well-known that Medinipur with its long anti-British tradition captured the mass militancy articulated through the organization of a larger political mobilization following the adoption of the 'Quit India' slogan. But it is significant to note that the communist activists of Medinipur had played a less significant role in the August rebellion than their counterparts in Purulia in spite of the reluctances of the communists of Medinipur to support an anti-British campaign in accordance with the 'People's War Strategy'. Broadly speaking, at the beginning, the Kisan Sabha and the communist activists in Medinipur were entirely opposed to the 'August Revolution' in accordance with the official line of the CPI. But its supporters and the majority of its workers in the district could not escape the impact of the general mood of militancy.[51]

In this regard, the local Congress leaders in the district appealed to the members of the Kisan Sabha to forget the differences to strengthen the anti-imperial platform and it was also decided to incorporate the 'peasant demands' in the Congress pledges.[52] To resolve this problem some of the Kisan Sabha activists convened a meeting at Putputia in Tamluk to hear the views of both pro and anti-quit India leaders and requested both Ajoy Mukhopadhyay, who represented from the Congress and Bhupal Panda from the Kisan Sabha to argue their points before the audience. Having heard both of them, the majority of the Kisan Sabha workers decided to discard the official policy of the AIKS and would co-operate with the Congress in its opposition against the British which was identified as the principal enemy and join the movement.[53]

However, the decision of the Kisan Sabha was to join the Congress-led nationalist platform that persuaded several CPI activists to take part in the August movement despite the 'People's War Strategy' as their was no solid organizational foundation of the CPI in Medinipur, as its influence was formidable in a number of villages under Tamluk, Contai and Keshpur led by Bhupal Panda, Haren Mitra and Rabi Mitra.[54]

According to Sushil Kumar Dhara, a veteran freedom fighter of East Medinipur, most of the activists and supporters of the Kisan Sabha participated in the 'Quit India' movement. Some of the communist organizers, such as Haren Mitra and Rabi Mitra of Keshpur in Medinipur sadar subdivision and Bhupal Panda of East Medinipur took a leading part in the movement.[55]

Rabi Mitra, a communist leader of Keshpur police station, who sharply criticized the 'People's War' theory of the CPI and also defied the party line , was mobilizing the Santals in this area and was expelled by the party. On 3rd October 1942, under the leadership of Rabi Mitra, a mob of five hundred, mostly Santals, raided a granary of landlord where paddy was stocked, had seized about 2000 maunds of paddy for distribution among the rural poor and was arrested on 12 November 1942.

On 5th October, a mob of Santals rescued some arrested activists at Parulia and Khas Mahal office at Parulia was burnt on 13th October by one hundred rebels. [56]

On the other hand, on 29th October, Bhupal Panda, the communist leader, organized a demonstration of one hundred peasants, waving the Red Flag and shouting slogans against collective fines. Panda hoped that the CPI, which had adopted the 'People's War' line, would not be target of repression. But Panda was arrested, beaten and not released until early 1946. [57]

Section – IV : Attitude of the British Administration Towards the Local Communists

Apprehending disastrous consequences of AIKS-CPI combine in the context of the 'Quit India' upsurge, the local British administration insisted on arresting the communist activists as they 'have been deliberately inciting the peasantry to commit violent outrages and to interfere with the normal life of the countryside'. As 'peasants were vulnerable' given their lack of interest in politics 'they are [likely] to be misled by the communists' to embark on activities which they would not have otherwise undertaken. [58]

The CPI activists were reported to have consistently organized the peasantry and workers in the anti-British movement in Medinipur and Purulia district where it had a strong organizational network even at the cost of deviating from the well-publicized pro-war strategy. [59]

In a note to Amery, the Viceroy urged to reconsider the decision allowing the CPI to function legally as a party because CPI remains a doubtful factor. Its official policy is still pro-war but practically activity of many of its members prove what has always been clear, namely, that the CPI is composed far more of anti-British revolutionaries.[60] Corroborating the Viceroy's apprehension, T. Stewart, the Governor of Bihar categorically stated that:

I have my suspicion that the communist activists are playing a double game. On the surface, they are anti-fascist and pro-war; below the surface i.e. at the grassroots level, they are anti-imperial and their demand for arms may have as much relation to one as the other of these lines of thought.[61]

Similarly, John Herbert, the Governor of Bengal, was thus opposed to lift the ban on CPI as ' some of the CPI activists are carrying on anti-British propaganda under the clock of anti-fascist speeches and have no intension of stopping anti-government subversive activities.'[62]

Such a situation, contrary to the pro-war strategy, the role of the AIKS and CPI in supporting the 'Quit India' upsurge draws our attention to a different kind of process operating at the grassroots in Medinipur and Purulia district. Neither the AIKS nor the CPI could afford to ignore the mass fervour, evinced during the period; as a result, for them, the call to rally by the Congress was defensible for it challenged the alien state which figured prominently in the mass perception than the distant fascist powers. To project unity, it was decided to hoist, wherever possible, both the Congress and Communist flags together.[63]

Such a new form of campaign caught the District Magistrate of Medinipur by surprise who therefore suggested a fresh review of the government policy towards the communists in view of their direct involvement in the anti-government activities.[64] Underlying this lies a significant clue as to why the notion of 'People's War' fizzled- out at the level of unorganized politics once the 'Quit India' upsurge took off. That is caused alarm to the British was well-articulated in an official note of 9th December, 1942 by D.A. Brayden, the Central Intelligence Officer of Bengal, in which he insisted on

a ban on the CPI and other communist groups, otherwise, they, he apprehended, would turn their anti-British movement into a civil war.[65]

Section – V : Concluding Comments

From the discussions so far made, it can be said that the CPI, defied the 'August Revolution' as an inevitable consequence of its application of the 'People's War' theory in India. Yet, it is true that the communists denounced the British imperialism and its repressive measures and also demanded the unconditional release of the front-ranking national leaders and immediate negotiations with the Congress for National Government and Indian Freedom. Thus, the opposition of the CPI to the August rebellion may be described as the party line of 'soft opposition'.

Interestingly, in post-independence India there are so many self-criticism made by the communists regarding the 'People's War' line of the CPI. In this regard, criticism of the 'People's War' line of the CPI in opposition to August movement made by some of the communists was unjust. Even some communist minded persons opined that the communists should have participated in the movement at a later stage of the war when the defeat of Fascism and Nazism became imminent.[66]

Side by side, it has been argued from the communist's point of view that for the resistance of Fascism and Nazism and also the defence of the 'Fatherland of Communism', the political stand of the CPI during the August movement was not historically wrong. They have ever justified this stand arguing that it was done by them to fulfil their international obligation to helping the Soviet Union against Nazi aggression.[67]

Indeed, the CPI condemned this heroic national struggle as the 'national crisis' and opposed because in the war period the national struggle would hamper the anti-Fascist war efforts and would also help the Fascists. Therefore, the CPI kept itself aloof from the 'August Revolution'.[68]

At this stage, the CPI described the Congress leaders, members and workers, who took part in the heroic movement, as the 'misguided patriots'. On the other hand, the non-CPI leftist forces like RSP, Forward Bloc, known as the 'Augusters', became the target of the severely spiteful CPI slanders. The CPI made an indiscriminate use of the terms like the 'Fascist agents', 'Japanese agents', 'quislings', 'worst saboteurs' etc. Side by side, the attitude of the CPI regarding the revolutionary upsurge invited a barrage of allegations from the Congress and non-CPI leftists that the communists were 'traitors', 'betrayers', 'collaborators with British imperialism', 'British agents', 'Soviet agents' and so on.[69] In this context, according to R.C. Majumdar, the great historian, during the great revolutionary upsurge of 1942 the communist acted as stooges and spices of the British government, and help them against their own country-men fighting for freedom.[70]

But practically, although the CPI offered its unconditional support to the war and opposed the 'August Revolution', the British imperialists did not believe the communists and they considered the CPI to be 'more anti-British than anti-fascist.'[71]

In fact, the communist organizations---CPI and AIKS---confirmed the extent to which the 'People's War Strategy' appeared futile at the grassroots. Ideologically different from the Congress, the communists participated in the nationalist struggle that capture the popular dissent more than anything else. Though the Congress was restrained since it neither organized nor sanctioned movements against vested interests, it articulated and directed the mass fervour most successfully against the imperial authority. Side by side, for most of the communists, fascism was a distant enemy

and hence it was difficult to articulate popular discontent in the district of Medinipur which suffered more due to the British design in the context of cyclone and famine. In such a situation, political exigency seemed to have considerably influenced the decision to take part in the August rebellion despite violating the 'People's War' line. However, contrary to the pro-war strategy, the role of the AIKS and CPI in supporting the 'August Revolution' draws our attention to a different process operating at the grassroots.

Practically, it is true that the district Congress committee both Medinipur and Purulia, guided by the INC, played the leading role in 'August Revolution'. Yet, the CPI which emerged out of the course of the struggle, took no less significant part in it. For its part, the powerful attraction of the 'August Revolution' had drawn a sizeable section of the local CPI workers and sympathizers of Medinipur and Purulia district in south-west Bengal, who defied and opposed the party line and took part in this movement. Of course, their participation was not very extensive when compared with that of district Congress committee. Still, during the August movement, they led workers' and peasants' struggles against the landlords and mahajans who were the support-base of the local British administration, and in that way they helped to consolidate the August movement in Medinipur and Purulia.

It may be mentioned in this connexion that contrary to the national policy and programme of the CPI to oppose the August movement of 1942, the local communists of Purulia had played a more significant role than their counterparts in Medinipur. Indeed, their participation in the movement, as Dr Dab observes, gave it a mass character especially in those regions where the movement was able to really attain the character of a widespread mass movement.

However, the communist force made an attempt to carry on their struggle on the basis of class-polarization, but undoubtedly the communist had impact on the great 'August Revolution' of Medinipur and Purulia. Thus, the communists, by participating in the open rebellion even by challenging the 'People's War' theory, articulated a particular strategy, turned to a specific configuration of factors at the grassroots like Medinipur and Purulia district in South-West Bengal.

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1. The term 'Quit India' is itself an invention of American journalist, suitable for concept headlines; Gandhi's initial phrase was ' an orderly British withdrawal though he too in time used the expression'. – P.N.Chopra (ed.), Quit India Movement: British Secret Report, Thompson Press, Faridabad, 1976, p.10.
2. For details, see Bipan Chandra, et,al , India's struggle for Independence, Penguin (India), 1989, p.457; R.C. Majumdar, History of the Freedom Movement in India, Vol.III, Firma KLM Private Limited, Calcutta, 1996, chs.VII and VIII, and, Tara Chand, History of Freedom Movement in India, vol.IV, ch.IX, Publication Division, Ministry of Information and Broadcasting, Government of India, New Delhi, 1992, pp. 362-400.
3. The extract from Gandhiji's own utterances such as "open rebellion", "short and swift", "fight to finish" before his arrest are quoted and these utterances of which much had been made in the Government's communiqué, were used in an entirely non-violent context. – Gandhiji's Correspondence with the Government: 1942-1944 , Navajivan Publishing House, Ahmedabad, 1945 (2nd edn.), pp.XX.
4. Gandhiji promised, " we shall do or die. We shall either free India or die in the attempt; we shall not live to see the perpetuation of our slavery." – Cited in Collected works of Mahatma Gandhi, vol.76, publication Division, Government of India, pp.405-406.

J. Parel observes, " Ironically, the inspiration for the new mantra ['Do or Die'- JKD] came from a stanza in Lord Tennyson's 'charge of the Light Brigade' written to commemorate of the fate of the British soldiers who perished in the Crimean War :

> 'There's not to make reply,
> There's not to reason why,
> There's but to do or die.'

-- These lines had a life-long fascination for Gandhi." – Cited in Tarun Kumar Banerjee, 'conflict – resolution, Non-violence and political organization: Gandhi and the Indian National Congress' in Politics and Society, Journal of the Department of political science with Rural Administration, Vidyasagar University, vol.III, 1998-1999, note no. 100,p.106.

5. For details of the course of the 'August Revolution' on a national scale, see same as note no. 2.

6. Purulia was in the pre-independence period the headquarters (the sadar subdivision) of the erstwhile Manbhum district of Bihar. As a result of the process of reorganization of states all over India, that started from 1953, Purulia came into being as a separate district of West Bengal on 1 November 1956. – For detailed report of the States Re-organization Commission regarding Purulia's case, see Report of the States Re-organization Commission 1955, Manager of publications, Government of India press, New Delhi,1955, paras 658-61.

7. For details of the 'August Revolution' in Purulia, see Jayanta Kumar Dab, Local Politics and Indian Nationalism: Purulia: 1921-1947, ch. VI, Progressive Publishers, Kolkata, 2007,pp. 183-220; Tarun Kumar Banerjee, "Quit India movement in Purulia in West Bengal" in Tarun Kumar Banerjee and Debesh Roychowdhury (eds.), Colonial India : Ideas and movements : Essays in memory of Professor Buddhadeva Bhattacharyya, Progressive publishers, Calcutta, 2001,pp. 227-53. For details of the 'August Revolution' in Medinipur, see Hitesranjan Sanyal, "The Quit India movement in Medinipur district" in Gyanendra Pandey (ed.), The Indian Nation in 1942, K. P. Bagchi and co., Calcutta, 1988, pp.19-69.

8. K. K. Dutta, History of the Freedom movement in Bihar: 1857-1947, vol.II, Government of Bihar, 1957, p.337.

9. R. C. Majumdar, op.cit., p.594.

10. 10. Sumit Sarkar, Modern India: 1885-1947, Macmillan India Ltd., 1983, p.375; Bipan Chandra, op.cit., p.448.

11. Amitabha Chandra, 'The CPI and the "Imperialist War" (1939-41): Calcutta – A Review' in The Calcutta Journal of Political Studies, vol.X, Nos. 1 and 2, 1991, Calcutta, p.48.

12. As a consequence to the Non-Aggression pact between Soviet Union and Nazi Germany which was signed in Moscow on 23 August 1939, the international Communist movement took a new turn. Henceforth, the Communist International (Comintern) had been pursuing strict anti-imperialist, anti-Fascist line and adopted a completely anti-war position. At that time, the Comintern published its anti-war document, 'The war and the working class' written by Georgi Dimitrov, which characterized the war as the 'Second Imperialist' war, and asked the workers of all countries to oppose the war. – Gangadhar Adhikari (ed.), From Peace Front To People's War, People's Publishing House, Bombay, 1944, pp.328-29; L. P. Sinha, The Left-Wing in India (1919-1947), New Publishers, Muzaffarpur, 1965, p.491.

13. Amitabha Chandra, op.cit., p.49.

14. Cited in L. P. Sinha, op.cit., p.496. See also Amitabha Chandra, op.cit., pp.49 and 54.

15. Satyabrata Raichowdhuri, Leftist Movements in India : 1917-47, Minerva Associates Pvt. Ltd., Calcutta, 1976, p.125.

16. ibid.

17. In August 1940, the Central Committee of the CPI published a document : The Proletarian Path—Inside The National Front. It was probably written by Ajoy Kumar Ghosh, after being approved by the

Politboureau consisting of four members--- P.C. Joshi, the General Secretary, Gangadhar Adhikary, Ajoy Kumar Ghosh and R.D. Bharadwaj.The Proletarian Path chalked out the basic tasks and strategy of the CPI during the war period. It held :

India has to make revolutionary use of the war crisis to achieve … the national independence, and conquest of power by the Indian people…. Political general strike in the major industries together with countrywide no-rent and no-tax action constitute the first steps towards this objective….

The Proletarian Path attempted something innovative. It laid stress on "armed insurrection" and "revolutionary seizure of state power". It hinted at the role of arms and armed forces in the making of the "revolution with a communist, proletarian impress," visualized as the inevitable outcome of the war-crisis. ---For details of the Proletarian Path, see Amitabha Chandra, op.cit., pp. 52-53; L.P. Sinha, op.cit., p. 500.

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COMPARATIVE STUDY ON PHYSIQUE BETWEEN ACTIVE AND SEDENTARY UNIVERSITY MALE STUDENTS WITH REFERENCE TO BODY CIRCUMFERENCES

Supravath Purkait
M. P. Ed. Student, University of Kalyani, West Bengal

Pallob Kumar Mondal
Research Scholar, University of Kalyani, West Bengal

Dr. Sanjib Mridha
Associate Professor, Department of Physical Education, University of Kalyani, West Bengal

Abstract

Physical activity on regular besis is a habit that leads many physical as well as behavioral changes. Even in the morphological structure it has tremendous influence. The purpose of this study was to compare the two groups of university students who perform physical activity on regular basis (RPAG) and the groups who do not (NRPAG). A total of 141 male residential student of Kalyani University (No of RPAG =31 & NRPAG=110), age between 22-28 years were the subjects of the study. RPAPG subjects used to participate in physical activity at least two hours / day for five days in a week and NRPAG were having sporadic participant in physical activity. Criterion measures of this study were body composition and body circumferences. Body composition variables were, body mass index (BMI), waist-to-hip ratio (WHR) and percentage body fat (% BF). Five body circumference sites were waist, abdomen, hip, thigh, calf. Descriptive and inferential statistics were used to interpret the data.

Key Words : Physique, Physical activity, University students.

Introduction

The study of "Anthropometry" is the study of human body measurements to assist in understanding human physical variations and aid in anthropometrical classification [1]. Kin - anthropometry is a scientific discipline that is concerned with the measurement of individuals in a variety of morphological perspectives, its application to movement and those factors which influence movements including: component of body build, body measurements, proportions, compositions, shape and nutrition, motor abilities and cardio- respiratory system; physical activity including recreational activity as well as highly specialized sports performance. A person's body fat consists of essential and storage body fat. Essential fat is necessary to maintain life and productive functions. The percentage of essential body fat of women is greater than that of men, due to the demands of child bearing and other hormonal functions. Essential fat is 3-5%in men and 8-12% in women. Storage body fat consists of fat accumulation in adipose tissue part of which protects internal organs in the

chest and abdomen [2]. Some researchers regard that the body fat percentage is the better measurement of an individual's fitness level.

Exercise scientists have classified whether the fat is deposited on the body into two basic categories: Apple pattern-thigh and Pears pattern-thigh. Research has shown that apples are at a greater risk for developing a number of health related problems such as hypertension, diabetics etc[3].On this background the present study was taken to compare the two student groups of difference in physical activity participation. The purpose of this study was to compare the two groups of university students who perform physical activity on regular basis and the groups who do not.

Methods

The study was conducted on 141 residential hostel students of University of Kalyani out of which 31 were in regular physical activity participant group (RPAG) and 110 were in non-regular physical activity participant group (NRPAG) .The age of the both groups were ranging from 22-28yrs. RPAG were the student of physical education. They used to participate in physical activity at least two hours /day for five days in a week. NRPAG were having sporadic participant in physical activity. NRPAG were the students of other departments. The criterion measured for the study was body composition and body circumferences. Body composition variables were body mass index (BMI), percentage body fat (%BF), lean body mass (LBM), waist hip ratio (WHR). Body circumferences were waist, abdomen, hip, thigh and calf. All the measurements were taken by using standard procedure. Statistics used for this study were mean, standard deviation and independent t-test. BMI was predicted from height-weight ratio (kg/m^2). %BF was predicted from skin-fold method[4]. Lean body mass was predicted from subtracting fat body mass from body weight. WHR was obtained from dividing the waist circumference by hip circumference

Results and Discussion

Table 1. Descriptive statistics with t-value of two groups

Parameters	RPAG (N = 31)		NRPAG (N = 110)		t- value
	Mean	SD	Mean	SD	
Age (year)	23.76	1.19	22.78	1.49	0.0007[NS]
Height (cm)	167.13	3.29	166.83	5.29	0.76 [NS]
Weight (kg)	61.5	4.43	61.96	8.59	0.712 [NS]

NS= not significant

Table 1 represents descriptive statistics and their t-value for comparison between groups. The age of group RPAG was 23.76± 1.19 years and group NRPAG was 22.78± 1.49 years respectively. There was no significant difference between the two groups in respect to age, height and weight.

Table 2 represents BMI, %BF, LBM, WHR and their comparison in between the two groups. The BMI of RPAG was 20.96 ± 1.79 kg/m^2 and NRPAG was 21.25± 2.52 kg/m^2. The %BF of RPAG was 8.76±0.98 and NRPAG was 14.82± 3.94. The FM of RPAG was 5.13± .81 kg and NRPAG was 8.89± 3.11 kg. The LBM of RPAG was 53.28± 3.88 kg and NRPAG was 50.09± 4.90 kg. The WHR of RPAG was 0.83±0.05 and NRPAG was 0.09±.05. Significant difference was prevailed in % BF and fat mass of all the variables of body composition.

Table 2. Descriptive statistics with t-value of body composition

Parameters	RPAG		NRPAG		t- value
	Mean	SD	Mean	SD	
BMI(kg/m^2)	20.96	1.79	21.25	2.52	.617 NS
% BF	8.76	.98	14.82	3.94	2.15*
FM (kg)	5.13	.81	8.89	3.11	4.3*
LBM (kg)	53.28	3.88	50.09	4.90	.002 NS
WHR	.83	.048	.85	.049	.19 NS

NS= not significant.* significant at .05 level ($t_{.05}139 = 1.98$)

Table 3. Comparison of body circumferences of two groups

Parameters	RPAG		NRPAG		t- value
	Mean	SD	Mean	SD	
Waist (cm)	70.17	3.44	73.83	6.34	.003 NS
Abdomen(cm)	72.42	4.21	75.50	7.23	.003 NS
Hip (cm)	84.02	4.78	86.90	6.09	.017 NS
Thigh(cm)	46.5	2.53	45.9	5.68	.69 NS
Calf(cm)	31.8	2.28	32.17	3.39	.54 NS

NS= not significant

Table 3 represents data of five circumferences (waist, abdomen, hip, thigh, calf) and their comparison of two groups. The waist circumference of group RPAG was 70.17± 3.44 cm and group NRPAG was 73.83± 6.34. The abdomen circumference of group RPAG was 72.42± 4.21 cm and group NRPAG was 75.50± 7.23cm. The hip circumference of group RPAG was 84.02± 4.78 cm and group NRPAG was 86.90± 6.09cm. The thigh circumference of group RPAG was 46.50± 2.52 cm and group NRPAG was 45.90± 5.68cm. The calf circumference of group RPAG was 31.8± 2.28 cm and group NRPAG was 32.17± 3.39 cm. There was no significant difference between the two groups in respect to circumferences. It is observed from the data that the male university students of two groups namely – RPAG and NRPAG were not having difference in age, height and weight. In body composition there was no difference between two groups but only in their %BF and fat mass but not in other three variables BMI, LBM and WHR. Though two groups had no difference in weight and LBM but the difference in %BF did not reflect in LBM difference of the two groups. In circumference measurements two groups were at per.

Conclusion

1. Regular and non-regular physical activity participating university male students did differ in body composition measurements. Regular group possessed lower body fat percentage and fat mass than non regular group. However, body mass index, lean body mass and waist-to-hip circumference ratio of two groups did not differ.
2. The two groups of university students did not differ in circumferences.

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INDIA'S NUCLEAR LINKS WITH THE USA

Dr. Debasish Nandy
Assistant Professor, Dept. of Political Science, Kanchrapara College, 24pgs (N), West Bengal

Abstract
Relations between the United States and India can be viewed through the twin lenses of the nuclear non-proliferation and civil nuke deal. The basic aims of India's nuclear policy is peaceful use of nuclear power and as well as not the first use of nuclear weapons. Initially India has developed its nuclear power for showing national power vis-à-vis the non-nuclear states. India did not want to take sides during the Cold War, and by the mid 1950's, it had developed a non alignment policy that was designed to allow it to remain independent of both the United States and the earst-while Soviet Union. Although India adopted a policy of non-alignment in mid 1950s, but India began to side with the former Soviet Union diplomatically. During that time, India felt to develop a nuclear weapon option alongside. This led to the American imposition of restrictions over India. In this paper I will discuss mainly the purposes of India's nuclear engagement with the U.S.A.

Evolution of India's Nuclear Policy

The United States imposed specific non-proliferation sanctions and aid restrictions on India especially after India' s first test of nuclear device in 1974.[1]The Indian Atomic EnergyCommission (AEC)[1a] was created shortly after independence about the same time that India opted for a strategy of self-reliance in producing military equipment. With Bhabha as its first chairman, India embarked upon an extensive program of civilian nuclear research.[2]Indian first Prime Minister Pandit Nehru expired in May 1964, six month before the Chinese test. After the Chinese test Indian's orientation about nuclear power has changed. A debate started between Bhabha and V.K. Krishna Menon (opponent of the nuclear weapons program) me about the case of building an Indian bomb and the modest cost.[2a]After India' s humiliating defeat of 1962, the addition of nuclear weapons to the Chinese arsenal was seen as a grave strategic challenge for India. Four years later, a second debate focused on whether India should sign the NPT. This time pressure came from the U.S.A., Western Europe, Japan and even the U.S.S.R. but not from China. In 1965, India and a few other non-aligned countries proposed an international nonproliferation pact whereby the nuclear weapon states would destroy their nuclear weapons, and the non-nuclear weapon states would decide not to manufacture these weapons. This proposal failed to influence the nuclear weapon states. India refrained from signing the Nuclear Non Proliferation Treaty (NPT). The NPT grossly discriminated against the non-nuclear states, whereas it sanctified the privilege of the nuclear states to enrich, quantitatively as well as qualitatively, their own nuclear arsenals.[3] The NPT was discriminatory. It produced a mixed reaction. While some considered it as a great landmark which could prove to be turning point in human history, while the others considered the treaty an attempt on the part of the U.S.A. and the U.S.S.R. to establish their nuclear hegemony over the entire world. For example, President Johnson

described the treaty as the most important international agreement in the field of disarmament since the nuclear age began. He described it as the first step towards the ending of the peril of nuclear war. Soviet Foreign Minister, Gromyko said that the treaty constituted one of the most important steps ever undertaken to restrain the nuclear arms race in the name of the lasting interests of peace. On the other hand the Chinese Government strongly denounced the NPT , describing it as "a big plot and a big fraud" of the U.S. imperialists and Soviet revisionists.

India brought into focus several loopholes in the treaty, finding it to be discriminatory in so far it avoided equal and mutual obligations of the nuclear weapon and the non nuclear weapon states. The Indian attitude towards the treaty was best summed up by K. Subrahmanyam: "The Indian objection was mainly against the unequal nature of the treaty and the misuse of international public opinion to observe a policy of vertical proliferation by a few powers and obfuscation of the dangers of nuclear first use. In India's view this was not a non-proliferation treaty but a measured design to disarm the unarmed. The U.S.A. was unhappy about India's stand on NPT.

The Government of India has successfully resisted the pressure from various quarters to adopt the path of nuclear weaponisation, even though it has asserted that it would react suitably and revise its stand if Pakistan goes nuclear.

India has taken a keen interest in nuclear disarmament and has been actively working with leaders of Sweden, Greece, Mexico, Argentina and Tanzania to promote nuclear disarmament. The leaders of these six countries have been meeting at regular intervals and urging the nuclear power to work for nuclear disarmament. They held such meeting at Stockholm on January 21, 1988, coming in the wake of the INF treaty but asserted that it would reduce the nuclear weapons by only four per cent and called for expeditious efforts to achieve greater nuclear disarmament. They held such meeting at New Delhi Ixtapa and Stockholm.

However, explaining India's stand on NPT, the Prime Minister Narashima Rao said in June 1992, "India could not sign the NPT because of its being a discriminatory treaty .... India is against any weapons of mass destruction in the world. But the fact remains that these weapons are today in the possession of some countries. There are some second countries which do possess the capacity to produce weapons but have not chosen to do so."(The Times of India, June 30, 1992, p.1) In October 1992, India gave a call for an International convention on Non-Use of Nuclear weapons and freeze on the production of such weapons and missile materials for atomic arms. It pleaded that the problem of elimination of nuclear weapons could be resolved in the same manner in which the convention on chemical weapons had sought to eliminate the chemical weapons without any discrimination.

Again in 1996 when the question of approval of comprehensive Test Ban Treaty (CTBT) arose, India voted against it on the ground that it would sign the treaty only after the Nuclear Five [3a] had agreed on a time table for total removal of nuclear weapons. The treaty, according to India, was defective in so far as it did not have a fixed deadline for the elimination of all nuclear weapons. India's chief negotiator, Mrs. Arundhati Ghose declared in the General assembly that 'India would never sign this unequal treaty not now, not later until the major nuclear powers had formulated a time table for elimination of their nuclear arsenal.' The Indian External Affairs Minister I.K. Gujral however made it clear that the decision not to sign the CTBT did not mean that we were going in for new weapons, particularly nuclear weapons. It can be inferred that the decision of the Government of

India to oppose the CTBT [3b] was based on open and intense national debate which reflected national consensus.

It is evident from the preceding discussion that India followed a two-fold nuclear policy. On the one hand, it tried to develop nuclear technology and capability for peaceful purposes, keeping the option open for its use for military purposes in the event of unforeseen eventuality. On the other hand India consistently pleaded for a universal nuclear disarmament.

However from India's point of view, because total universal elimination of nuclear weapons must be the goal towards which all efforts must be directed, the CTBT must ban not only nuclear tests but also all weapon-related activities of the nuclear laboratories in all countries, primarily in the openly nuclear countries.

If for any reason India chooses not to join the CTBT - and it may find reasons for so doing- loss of political credibility , increased international pressures and withholding of crucial technologies needed by India will constitute disincentives for policy makers who must weight these factors against the benefits of proceeding with the nuclear programme. From the Indian point of view, it is extremely important that China joins the CTBT. Although India feels threatened by China's existing stockpile of nuclear weapons, a China which is a party to both the CTBT and the NPT would at least marginally modify India' s perception of a threat from that source.

The United States has offered incentives including, not just security guarantees but also political and economic benefits, to a number of specific states in exchange for non-proliferation commitments. These states include Taiwan, Ukraine, North Korea, Pakistan and also to India. The effectiveness of the incentives offered to all these states excepts India have been assessed elsewhere.[5] India benefited from the Atom for Peace Programme to the extent that it may have discounted the benefits of guaranteed nuclear supply offered by the NPT, which it declined to sign. It later suffered the consequences when fuel shipments to one of its largest nuclear energy facilities.

However, China's reaction was very sharp. It accused India of undermining the International effort in banning nuclear tests so as to obtain hegemony in South Asia in defiance of world opinion. It demanded that India should stop its nuclear development programme.

On the issue of C. T. B. T., Indo-U.S. relations had been hampered. In spite of the U.S.initiative India did not sign the treaty, as it thought the treaty was discriminatory. Owing to India's rigid decision Pakistan also did not sign the treaty. Till now this treaty has not been implemented. Comprehensive Test Ban Treaty was concluded after protracted negotiations in September 1996. The treaty was approved by 158-3 votes, with five countries abstaining. India voted against this treaty on the ground that it was both flawed as well as discriminatory. Opposing the treaty the Chief Indian negotiator in General Assembly said that India would never sign this unequal treaty, not now, not later, until the major nuclear powers formulated a time-table for the elimination of their nuclear arsenals.[6]

The treaty places a ban on all kinds of nuclear weapons test explosions. It envisages an international monitoring system to check treaty violations and any country would be able to request for inspection to see whether an explosion had been carried out. Declaring India's resolve not to sign the CTBT, Salman Haider, the former Indian Foreign Secretary , said, "India cannot subscribe to it (draft CTBT) in its present form as it has several loopholes. National security consideration is a key factor in arriving at the decision that we have arrived.[7]Explaining the loopholes Mr. Haider pointed

out that the treaty did not ban laboratory simulations of nuclear weapons, hydro nuclear explosions and advanced simulations using laser technology to provide useful data to improve nuclear weaponry.[8] However, publicly the Indian Government continued to deny its interest in nuclear weapons, and as late as 1996 official statements noted : "We do not believe that the acquisition of nuclear weapons is essential for national security".

During 1984-87 India did make an attempt to when the United States away from Pakistan. This was mirrored by an American attempt to wean India away from the U.S.S.R. and led to a brief conjunction of Policies, if not of strategic objectives.[10] India' s response to a worsening strategic position was not to build and deploy a nuclear weapon, but to meet the challenge through political and conventional military instruments. Rajiv made a successful visit to Washington in 1985, but no progress took place on the nuclear front, while the Pakistani program was moving steadily ahead.[11]

India's Nuclear Policy and Indo-U.S. Relations in the Post Cold War Period

By this time, a national debate on nuclear weapons began. Some argued that nuclear bombs were dangerous to Indian environment. But late 1980's saw a new enthusiasm for India's strategic position in the world. So, Indian nuclear policy had been changed since then. From India' s official point of view the 1998 tests were a response to the failure to secure a commitment to the elimination of nuclear weapons within a specified time in the course of both bilateral and multilateral negotiations. Historically viewed, there was a persistent threat perception on the part of India vis-à-vis both China and Pakistan. [12] During that time some Indian strategists thought that India had a chance for being a middle power in world politics. So nuclear power was essential for that.

Another argument had also been raised of that time that nuclear weapons were not essential to this world scenario. Logic was that Japan was not a recognized nuclear power country, the former U.S.S.R. was weakened. The U.S.A. was facing some economic crisis, so why should India go for further nuclear exercise? In fact, Pakistan and China are perennial sources of threat to India. India knows that Pakistan regularly receives nuclear technology and raw materials from the U.S.A. and also China.

During the debate on CTBT Indian community had been divided into two lobbies. The anti-west or anti-U.S. lobby started to oppose the treaty. They wanted to abolish all nuclear weapons. There was another lobby which used this issue as a chance to the pressure in the western powers. A few numbers of political elite is implicitly supported the arguments of USA but most Indians who opposed the CTBT were not in favour of either a declaration of nuclear weapons status or nuclear testing.

On May 11 and 13, 1998, India tested five nuclear weapons. By the end of the month, Pakistan had followed suit. The Governments in Islamabad and New Delhi loudly announced to the world and to each other, that they had the capability to retaliate nuclear weapons in response to major attack. [13]

However, in May 1998, it was estimated that the cost of sanctions to India would be approximately $20 billion in loans, guarantees, and other economic aid. The estimate, however, did not include indirect costs associated with losses in consumer confidence capital flight, or foreign investment in the Indian stock market. [14] Many Indian journalists predicted that the impact of the sanctions would be minimal and emphasized instead the costs to American companies. [15] In the meantime, the Prime Minister advocated stoicism and "not buckling" under the pressure. [16]

In June 1998, one report described how an Indian investment banker watched a foreign client pull billion out of India' s main stock market in Bombay. [17] During the summer months, seven Indian scientists working at the National Institute of Standards and Technology (NIST) in Maryland were asked to leave the United States. This was only the lip of the iceberg as the Department of Energy then identified 62 Indian Institutions that could no longer work on cooperative projects with the US government. [18] Senior U.S. government officials stated that the action was taken to reward India and Pakistan for "restraint" by refraining from "weaponizing" by not installing nuclear warheads on missiles or bombers and for promising to sign the CTBT.

[19]Soon after, however, the US Department of Commerce released the list of 300 Indian and Pakistan government agencies and private companies that would be prohibited from doing business with the US without a license.

Whatever the outcome, a few things became clear. First, the sanctions imposed by the USA did not undermine either the engagement policy or the incentives it offered India to reduce tensions in the region and ward off a nuclear arms race in the region. In fact, the incentives themselves appeared more valuable because of the effect of the sanctions. [21] Second, the incentives did not undermine the sanctions, for there was significant evidence that the sanctions would still cause hardship to India, its people, and its government. Finally, the Indian government was under pressure due to coalitional pressure to strike a strong bargain with the nuclear powers - a bargain that would turn the decision to test into greater status for India.

India and the United States had begun talks on the safety of nuclear powers plants, but are still far away from exchanging equipments. The Atomic Energy Commission' s (AEC) chairman, Anil Kakodhar, visited Washington in February 2002 for discussing these issues with the chairman of the U.S. Nuclear Regulatory Commission (NRC), Richard Mesarve. Discussions revolved around emergency procedures, issues of - fire safety and safety of ageing plants. Analysts here point out that the U.S.A. signaled to India that it was inclined to advise the authorities here on running the nuclear power plants safely. Still not, however, it was ready for transferring technology or equipment to India.

The USA had declined to help India set up nuclear power plants, highly placed sources told[23a.] It was also not keen on civilian space cooperation with India at this stage. The issue of positive cooperation in the civilian nuclear and space areas was raised by India sometimes ago. The Prime Minister, Atal Bihari Vajpayee, during his visit to New York in September 2002, had referred to the scope in high technology cooperation. He had also called for the implementation of decisions that had been taken between the two countries in this area. [24] Though the momentum in engagement between India and the U.S. remained solid, India and the US signed an agreement not to handover each other ' s nationals to a third country, New Delhi had hoped for some positive movement in civilian nuclear and space cooperation.

As Brajesh Mishra, the former National Security Advisor, heads for Washington on May 4, 2003, for an intensive round of consultations with the Bush Administration the new excitements in India-Pakistan relations could easily mask a more important item on his agenda - the nuclear question. Mr. Mishra's visit aimed at an important American debate on the future of the global nuclear order. The U.S. President George W. Bush was likely to make a major speech on the changing U.S. approach to the proliferation of weapons of mass destruction and arms control in the coming days. The conceptual level, the views of India and America on non-proliferation have converged as never

before. Both agreed that the biggest future challenge to international security is rooted in the deadly combination of WMD and terrorism. They also agreed that there was an urgent need to explore innovative ways of dealing with this problem.

Ending decades of distrust in key high technology areas, the Indian Prime Minister and the U.S. President announced that the two countries have endorsed their strategic partnership with enhanced cooperation in vital civilian nuclear activities, like civilian space programmes and high technology trade. In a statement released simultaneously on the mar gins of the summit of the Americas in Monterrey, and in New Delhi, Mr. George W. Bush (Jr.) and Mr. Atal Bihari Vajpayee agreed "to expand" their dialogue on "missile defense" and concluding an agreement on the contentious, so called 'quartet of issues.' [26]

This will probably raise eyebrows here but the Clinton administration's point-man for India, following the 1998 nuclear test, believes New Delhi' s failure to follow US advice on export controls robbed Washington of "leverage" it needed to crack down on Pakistan' s nuclear Proliferation activities.[27]

Against the background of Abdul Qader Khan's confession on February 4, 2004, Strobe Talbott, former Deputy Secretary of state, told The Times of India that "the US had all along been very aware that Pakistan was a major problem on proliferation of the supply and demand side." [28] The Hindustan Times editorially observed that Talbott continued to maintain that India should not be allowed to get into the nuclear club as a legitimate member since that would wreck the present NPT. At the same time he could not imagine a solution to the challenge posed by Indian and Pakistani tests beyond asking these two countries to exercise restraint and sign the CTBT. There is a logical solution to declare the first use of nuclear weapon a crime against humanity punishable by all nuclear weapons power under UN authority. It is because the U.S. and other western nuclear weapon powers want to retain their right to use of nuclear weapons first that other nations find them currency power.[29] US permissiveness in respect of Pakistani proliferation with Chinese help in the Nineteen Eighties and the west European and Chinese black-marketing in nuclear weapon technology with the help. The 2001 census noted that India had just 14 nuclear reactors that were operational, one was planned and eight others were at various stages of construction. India's target was to produce 10,000 MWC of nuclear energy by 2020. It was nearly ten percent of its total energy production. But by 2005 India could generate no more than approximately 300 MWC. Now the time to achieve the same target has been extended to 2012.[30] The reason for the slow growth is that India was not able to obtain natural or low enriched uranium from international market, as it was not a signatory to the NPT. It also could not purchase reactors or acquire technologies to safeguard its nuclear reactors. The US had entered into an agreement to supply low enriched uranium for the two reactors at Tarapur in Maharastra.[31]

Indo-U.S. Nuclear Links under Manmohan Singh

During his four-day visit to the United States in the third week of July 2005, Prime Minister Man Mohan Singh ended India's isolation by entering into an agreement with the United States on civilian nuclear energy cooperation. The US did not recognize India as a nuclear power but referred to it in the joint statement issued after the talks between the President and the Prime Minister as a responsible state with advanced nuclear technology."[32] The doctrine of Partnership, signed in January 2004, between the United States and India expanded bilateral civilian nuclear energy cooperation

along with dual use technology. U.S. intention was to strengthen India regarding energy security. India agreed to separate its civilian and military nuclear projects and as well as activities under IAEA safeguards. But Indian left political parties had vehemently condemned India's nuclear link with U.S.A. They argued that if India made strategic relations with U.S.A. about nuclear power programme then she would face a crisis of sovereignty. The Washington had shown its interest for trading in fuel for Tarapur nuclear reactor in West India. U.S. President said to the Indian government that he should get the agreement passed by both of the Houses of Congress for adjusting US laws and policies. USA also mentioned that suppliers Group that strictly controls the supply of nuclear materials and technology also. The US President also gave a ray of hope that he would try his best that, the internationally recognized nuclear powers would start their cooperation and trade with New Delhi. President Bush promised to help India to get access to future generations of nuclear reactors and technologies.

India has taken three-stage nuclear energy development programme. It would not be affected by the agreement with the United States. According to some experts, Indo-US civil nuclear cooperation programme had given a signal towards India that bilateral relations reached a new heights. The U.S.A. also signaled to the world community that time has changed because India has become an emerging world Power.

However, under U.S. and international law, civil nuclear cooperation with India cannot commence until Washington and New Delhi finalize a peaceful nuclear cooperation agreement, until New Delhi concludes its own safeguards agreement with the International Atomic Energy Agency, and until the NSG allows for such cooperation.[33] At present nuclear power accounts for less than 3% of India' s total electricity generation and an Indian government official has estimated that, even under optimistic scenarios, this percentage would likely no more than double over the next 25 years.[34]

Limiting the range of its own nuclear forces and cooperating with the United States in preventing the further spread of nuclear weapons will shape the way in which Washington views India - as a "responsible" nuclear power or as a potential rogue - and will affect the degree to which the United States would engage in strategic cooperation with India and even sell it advanced military equipment or dual - use technology .[35]

The civilian nuclear cooperation deal between India and the United States, struck in July, 2005 by President George W. Bush and Indian Prime Minister Manmohan Singh, constitutes a major initiative for both nations.[36] India decided that it would place 14 of its 22 thermal power reactors in operation or under construction representing 65 percent of its nuclear power capacity, under permanent international safeguards.[37] As India has shown its interest to import nuclear technology and its fuel from U.S.A. So both countries had made attempt to move forward with a nuclear cooperation agreement.

Separately, India successfully tested the nuclear - capable Agni III missile. This marked the first successful test after a failed attempt in 2006. The intermediate - range ballistic missile flew for about 15 minutes on April 12. The missile's makers say it has maximum payload of 1.5 metric tons and can travel more than 3,000 kilometers. Prior to 2006's test, chairman of the Joint Chiefs of Staff General Peter Pace signaled the U.S. approval of such tests. Speaking on June 5 in India, he said, "India will decide what India wants to do about testing missiles".[38]

Secretary of State Rice appeared before key Senate and House committees in April 2006 to press the Bush Administration's case for civil nuclear cooperation with India. The Administration offered five main justifications for making changes in the US law to allow for such cooperation, contending that doing so would

- benefit U.S. security by bringing India "into the nonproliferation mainstream",
- benefit U.S. consumers by reducing pressures on global energy markets, especially carbon-based fuels.
- benefit the environment by reducing carbon emissions / greenhouse gases;
- benefit U.S. business interests through sales to India of nuclear reactors, fuel and support services.
- benefit progress of the broader U.S.-India "global partnership".[39]

A number of leading American experts on South Asian affairs joined the Administration in urging the Congress to support the new policy, placing particular emphasis on the "necessary" role it would play in promoting a U.S.-India global partnership.[40]

America's nuclear agreement with India raises two sets of proliferation concerns. The first concern is that granting India an exemption from an important nonproliferation rule would undermine the non proliferation regime. In particular, India would be exempted from a 30 year -old policy - implemented under US law and international Nuclear supplier Group guidelines – that forbids the transfer of civilian nuclear technology to any country that has not acceded to the Nuclear Non-Proliferation Treaty (NPT) and accepted full-scope international safeguards.[41]

In trying to give India a special exemption, Mr. Bush is threatening a carrot - and - stick approach that has been effective more than 35 years. The treaty has persuaded countries like South Korea, Japan and Brazil to forgo nuclear weapons.[42]

One of the highlights of the treaty is that the nuclear agreement would enable India to expand its nuclear program and this would cause an arms race with Pakistan and China. There is concern that foreign - supplied uranium fuel for India's civilian reactors would free up India's limited uranium supplies for use in military reactors, and this could allow a large nuclear buildup by India.[43] Yet in short term India has only one main reactor which is Dhruva reactor, able to produce five nuclear weapons per year . This reactor can produce plutonium. India has another reactor which is basically military reactor namely 'Circus Reactor', which can produce a quantity of plutonium that makes two nuclear weapons yearly.

President George W. Bush and Prime Minister Manmohan Singh concluded a land mark agreement on March 2, 2006, that would place India' s civilian nuclear program under international safeguards and enable full civilian nuclear cooperation with the United States. A group of experts argued that it would benefit Indians economically by enabling India to purchase nuclear fuel and technology from the United States and other countries, to help meet growing energy needs. And Indo-U.S. nuke deal is very significant from another perception that is diplomacy. India got more importance from U.S.A. It implied that India has become a powerful country. Another group of experts argued that the U.S. - India civil nuclear cooperation deal will accelerate the nuclear arms race in South Asia.

President Bush has promised to ask the U.S. congress to change a U.S. law, the Atomic Energy Act of 1954, in order to implement the agreement. Such a modification requires a majority vote in the U.S. Senate and in the House of Representatives.[44] However this is a historic agreement that brings India into the nonproliferation mainstream and addresses its growing energy needs through increased use of

nuclear energy cooperation with the international community. The United States has no intention of aiding India's nuclear weapons programme. India's plan to separate its civilian and military nuclear facilities and programmes will allow other nations to cooperate with India's civilian facilities to expand energy production. Those facilities will be under International Atomic Energy Agency (IAEA) safeguards to prevent diversion of technology and materials to India' s -military programme.[45]

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1a. India's nuclear policy built on the lines laid down by Homi Bhabha, the founding Chairman of the Atomic Energy Commission and Prime Minister Jawaharlal Nehru in the late 1940s. Atomic Energy Commission was formed for peaceful scientific using of atomic energy and its military potential.

2. Stephen P .Cohen 'Emerging Power India', Oxford University Press, New Delhi 2005, p. 158.

2a. Bhabha also provided an early public analysis of the importance of nuclear weapons to China with its huge population. He suggested that with the help of nuclear weapons a state can acquire a position of absolute deterrence even against another having many times greater destructive power under its control.

2b. The term non-proliferation weapons came into general use around in 1965. Initially it was used to cover the dissemination and acquisition of nuclear weapons. The treaty on non-proliferation of nuclear weapons was simultaneously signed at London, Moscow and Washington on July 1, 1968 and actually came into force on March 5, 1970. In all 136 states had signed this treaty by January 1987. But India did not sign it, as to India the NPT was discriminatory.

3. Jayanta Kumar Ray , "India' s Nuclear Policy" in Arunabha Ghosh (eds.), India' s Nuclear Policy - Pokhran II and Its Aftermath, Progressive Publishers, Kolkata, 2002, p. 67.

3a. The term 'Nuclear Five' implies Russia (Erstwhile former Soviet Union), the U.S.A., France, Britain and China.

3b. The UN General Assembly, adopted in 1996 the Comprehensive Test Ban Teaty (CTBT) With the U.S. President September 24, 1996 described as the "longest-Sought hardest-fought Prize in Arms control history". In April 7, 2000, out of 188 members status 150 have signed the treaty and only 14 have ratified it. Three of five nuclear powers - USA, Russia and China - are yet to ratify it. India, North Korea and Pakistan have neither signed nor ratified it. The chances of CTBT caning into force are considered remote because India described it a flawed treaty and refused to sign until the five nuclear powers had disarmed. Pakistan reacted by saying that it would not sign until India agreed to do so.

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12. Threat perception was going on at that time because successive Governments had failed to cope. Indian Political mainstream has perpetually suffered from what may be referred to as the China and Pakistan Syndromes. As India was neither a signatory of the NPT nor the CTBT, the explosions did not involve a violation of either of them. For further information please see: Debi Chatterjee, "Some Social Dimensions of Pokhran II", in Arunava Ghosh (ed.), India' s Nuclear Policy: Pokhran II and its Aftermath, Progressive Publishers, Kolkata, 2002, p. 128.

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WOMEN'S RESERVATION BILL

Kadari Srinivas
Research Scholar, Dept. of Political Science, Osmania University, Hyderabad, Andhra Pradesh

The controversial yet historic Women's Reservation Bill (108th constitutional Amendment Bill), ensuring 33% reservation to women in Parliament and state legislative bodies, was passed in the Rajya Sabha on 9 March, 2010.

14 years after the first attempt was made in the Lok Sabha and repeated failures subsequently, the Constitution amendment bill was adopted in the mandatory division with 186 members voting for it and one voting against. In the 245-member House with an effective strength of 233, the bill required the backing of at least 155 members and the UPA had the clear support of 165 in the run up to the event. The bill seeks to reserve for women 181 of the 543 seats in the Lok Sabha and 1,370 out of a total of 4,109 seats in the 28 State Assemblies.

Parties in Favour of the Bill

In its present form, the Constitution (108th amendment) Bill, 2008, has the backing of the Congress, the Bharatiya Janata Party and the Left. Telugu Desam Party (TDP), All India Anna Dravida Munnetra Kazhagam (AIADMK), Biju Janata Dal (BJD) and Assam Gana Parishad (AGP) have extended their support to the Women's Reservation Bill.

Parties Against the Bill

Janata Dal United (JD (U)), Rashtriya Janata Dal (RJD) and Samajwadi Party are the main opponents of the bill. Shiv Sena, All India Majlis-e-Ittehadul Muslimeen Party (AIMIM), and the Bahujan Samajwadi Party (BSP) also oppose the bill in the present form.

Some Facts about Women Representation in Indian Politics

➢ Out of 8,303 mps who have represented various constituencies in the last 63 years, only 559, or about 6.8 percent, were women.

➢ The present House has the maximum number of women lawmakers (59, or 10.83 percent), while the sixth Lok Sabha saw the minimum of 21 women mps or a meager 3.77 percent.

➢ The number of women legislators in the Parliament has, however, improved in the last 19 years when their number has never been less than 40.

➢ The total women representatives during the 10th, 11th and 12th Lok Sabha have been 42, 41, 44, respectively. However, the next two Lok Sabhas (13th and 14th) witnessed little improvement with 52 women candidates being elected to the Lower House both the times.

➢ Before that, the only Lok Sabha which had more than 40 women members was the eighth between 1984 and 1989 -- that had 45 women MPs.

➢ The first and second Lok Sabhas had 24 women MPs each, while the figure rose to 36 in the third term but in the next three general elections, their number declined. It was 32 (5.79 percent) in fourth Lok Sabha while it further reduced to 27 in the fifth one.

- In seventh Lok Sabha, the number of female MPs was 32, which increased to 45 in the eighth one and again plunged to 28 in the next Lok Sabha.
- Congress party, which is spearheading the women's Bill, leads the list of parties having maximum women lawmakers over the years. The party has sent 295 women to Parliament in the last 63 years. The figure accounts for nearly 53 percent of the total women MPs till date.
- Its poorest show of strength in terms of women representation was during the sixth Lok Sabha when the party had only seven women MPs.
- The situation is also not impressive when one looks at the women representation in state Assemblies. There are only 311 women MLAs, or less than eight percent, among the total 4,030 lawmakers in the 28 state Assemblies.

History of Women's Reservation Bill	
12 Sept., 1996	The Deve Gowda government introduces the women's reservation bill as 81st Constitutional Amendment Bill, but fails to pass through
1998	The bill is re-introduced in the 12th Lok Sabha as the 84th Constitutional Amendment Bill by the National Democratic Alliance (NDA) government headed by Atal Bihari Vajpayee.
1999	The NDA government re-introduces the bill in the 13th Lok Sabha.
2002	The bill is introduced in Parliament but fails to sail through.
2003	Bill introduced twice in Parliament.
2004	The United Progressive Alliance (UPA) government includes it in the Common Minimum Programme.
2008	The government tables the bill in the Rajya Sabha so that the legislation does not lapse.
2010	the cabinet clears the bill for taking it up in the Rajya Sabha. And on 8th March, the house was adjourned for six times and Congress failed to push the bill.
9th March, 2000	The Women's Reservation Bill was finally passed in the Rajya Sabha with 186 members voting for it and only one voting against it.
Now the bill has to be introduced in the Lok Sabha	

The Status of the Bill Now

The Bill had been referred to the Parliamentary Standing Committee on Law and Justice, and Personnel, which gave its report in December 2009. It recommended passage of the Bill in its present form and suggested that the issue should not be left to the discretion of political parties. The central government cleared the Bill on February 25, 2010. For such a bill to pass, the Constitution has laid out an elaborate procedure. So, even after the Rajya Sabha passed the bill its real impact will be felt only when it passes through the Lok Sabha. Political pundits, sociologists, political scientists, feminists and historians and almost everybody has said that if the bill becomes an act, it will be the biggest socio-political news since independence.

Features of the Bill
1. The Women Reservation Bill will reserve the 33 percent seats in Parliament and state legislatures for women.
2. The Women Reservation Bill will provide reservation for women at each level of legislative decision-making, starting with the Lok Sabha, down to state and local legislatures.
3. If the bill is passed, one-third of the total available seats would be reserved for women in national, state, or local governments. And this number will be 181. The bill seeks to reserve for women 181 of the 543 seats in the Lok Sabha and 1,370 out of a total of 4,109 seats in the 28 State Assemblies.
4. The reserved seats will be rotated. So that each seat will be reserved only once every 3rd election.

What do the Opponents Say ?
The Women's reservation Bill is one of the longest pending legislation in the Indian Parliament, since its inception. First introduced in 1996, the bill has remained enmeshed in controversy and unresolved for a period of over 14 years. The bill grabbed the headlines in the past with the intent of several governments, first the NDA in 2001 and then promise of the UPA government in 2009, to pass it. Unfortunately, amidst much resistance and criticisms from different political parties, the fate of the bill remained unclear.

Main Arguments from the Opponents of the Bill
1. The bill would benefit only women from the privileged strata of the society. Hence this reservation should contain 33% reservation within the women's category, for SC and ST women.
2. The bill would bring forth more relatives (wives and daughters) of current politicians into public space and hence destroy democracy.
3. The concept of quota is morally wrong and stigmatizes those from the reserved category. Women in modern India do not need reservation.
4. Women can only represent issues pertaining to gender development.
5. Reservation should be at the level of distributing party tickets.

The single largest technical argument from the UP and Bihar regional political parties has been that through this bill, only the women from the elite section of the society will gain access to power. Some of the political parties have demanded a quota of 33% of seats for women from SC/ST communities. However, in their arguments the definition of social "elite" is not clear. In some cases, it has been equated to forward castes and in other cases it has been associated with higher socio-economic backgrounds in the society. Several allusions from the three Yadavs (Lallu, Mulayam and Sharad) have been towards women with "privileges". A careful scrutiny of "privileges" in women will translate to those with higher education, who are financially independent, belonging to families that have been willing and able to support their career choices. (Interestingly, Sharad Yadav has referred to them as women with short hair!)

What do the Supporters Say?
One, it is important to acknowledge here that those that have raised human rights awareness on gender inequalities in society, are often from amongst the educated "privileged" class. Madhu

Kishwar, who spearheaded the anti dowry movement in India and Indira Jaisingh, who drafted India's first domestic violence bill, would probably qualify as privileged class. And they have spear headed key development issues that are universal to the interest of the entire women fraternity. It is also likely that a large section of women who have made their way into Indian politics would come from privileged family backgrounds and would have received higher education. Such women may also be born into families that are willing to invest resources into their daughters' education and careers. It is possible that in the caste ridden society of India, there would be a strong correlation between caste status and women's empowerment. Dismissing this section of aspirant women as "elitist" and "incapable of representing" Indian women's interest would defeat the very purpose of striving to educate and financially empower the women population of this country, irrespective of caste barriers. It would go against the very spirit of "progressive thinking" that can emerge from an individual who has "quality life", education and economic independence.

Secondly, women represent a single fraternity. From the perspective of gender disparity, it has been well documented that these issues affect women irrespective of caste and economic status. Dowry harassments and domestic violence are prevalent across caste and economic boundaries. Female infanticide and feticide in India, that drew international concerns from UNICEF and WHO, is on the rise in metros, as much as in rural India. Compared to the conditions of the Dalits in his times, Ambedkar was certainly "privileged" to receive the highest education and degrees, which enabled him to gain public prominence, and brought him to a position to dictate policy level changes in society. It has never been debated whether Ambedkar could champion the interests of the un-educated from the lowest rung of the society. With respect to caste and religion based reservation demands, this "elitist" argument has not been raised by any political party. The recent Lok Sabha elections brought forth the fact that the average wealth of an elected MP in the current Lok Sabha is in hundreds of crores and has risen since the last time. Lallu, Mulayam and Sharad Yadav have themselves declared assets of this magnitude. The disparity of wealth of these MPs, with the people of their respective constituencies who they represent, is not questioned or remarked upon by any member of parliament, or by the MPs themselves.

World Statistics

Women make up slightly more than 50 per cent of the world's population but hold only approximately 16 per cent of the world's elected political posts. Their representation in the parliaments of the different countries is :

Rwanda (56%), Cuba (43%), Finland (42%), Argentina (40%), Nepal (33%), Vietnam (26%), Pakistan (22.5%), Canada (22%), China (21%), USA (17%), North Korea (16%), Bangladesh (12%), India (10.8%).

Representation of Women in Indian Parliament			
12 September, 1996 –		The Deve Gowda Government introduces the women's reservation bill as 81st Constitutional Amendment Bill.	
Sl. No.	**Year of Election**	**Number**	**Percentage**
1.	1952	22	4.4
2.	1957	27	5.4
3.	1962	34	6.7
4.	1967	31	5.9
5.	1971	22	4.2
6.	1977	19	3.4
7.	1980	28	5.1
8.	1984	44	8.1
9.	1989	27	5.29
10.	1991	39	7.07
11.	1996	40	7.36
12.	1998	44	8.07
13.	1999	49	9.02
14.	2004	44	8.8
15.	2009	59	10.7

Do We need Reservation for Women ?

In India, the world's largest democracy, even after 60 years of independence and despite 15 general elections, women still have an abysmally low representation in Parliament. Women comprise half of the population in India, 340 million voters out of a total electorate of 710 million in 2009 - constitute a lowly 9% of the total strength of the Lok Sabha. This unequal representation of Indian women in national politics is all the more disquieting given that the Indian constitution guarantees gender equality in the Articles 325 and 326. India ranks 115th of 162 countries in terms of gender development. Indian patriarchal society not only harbours a culture of violence against women in the form of dowry, domestic violence and female infanticide, it also manifests even in government policies towards women. Attempts to establish reservations for women in the Indian Parliament have invoked stiff resistance - and even insecurities - among MPs, mostly male, who are unwilling to dilute their power. The fact is, Women's interests can never be completely represented by a group of men. The very treatment of the reservation bill is proof of this. That is why women need reservation. Though everybody agrees on the principle of equal participation for women, none will lift an honest finger to ensure equal representation. Preventing women from creating their own leadership, and obstructing them from policymaking decisions is simply a continuation of the gender subjugation that has gone on for millennia in this land. A lot has been written in the mainstream media about the importance that gender equality and empowerment of women plays in the overall development of any society. Empowering women in a society where they have been treated like doormats for centuries is

not an easy task. There is bound to be an internal resistance. Moreover how we achieve it within the constraints of democracy is the question. China had a cultural revolution from 1966-78, which was imposed on the entire population and was not at all peaceful. As India is a democracy, any acceptable change has to be brought about in an extremely careful manner. Therefore reservation is one way to empower women. Since 1993, 1/3rd of the seats in panchayats have been reserved for women. This has been referred to as "the greatest social experiment ever". Upon adding the numbers, there are more women elected representatives in India than the rest of the world. Skeptics might argue that it is still the men who take most of the decisions and women are mere proxies. Most probably it is true. But at least it has brought some amount of change in the general attitude of the people towards women. This has got them an entry point, something that would not have been possible without reservation. Today there are a large number of NGOs that are helping women sarpanchs in performing their duties. These sarpanchs are slowly making their presence felt. They focus much more on basic issues like drinking water, sanitation and education. Since then, the reservations for women in panchayats have been increased to 50%. Moreover, reservation is important because it has been observed that once the seat is de-reserved, almost 40% of women choose not to contest.

Is Reservation Really Needed at the Highest Level ?

The 73rd and 74th Amendments (1993) to the Indian Constitution have served as a major breakthrough towards ensuring women's equal access and increased participation in political power structures. These Amendments provided for reservation of 33.33 per cent of elected seats for women at different levels of local governance in both rural and urban areas. However, the number of women representatives in both houses of parliament though steadily increasing continues to be very low. They represent only 8.2 per cent of the total Members in Parliament in 2005 and around 10 per cent in 2009. The number of women in the Central Council of Ministers continues to remain extremely low, and there has been a decline in this proportion. There is need for affirmative action to ensure that women's concerns gain political prominence and a fairly representative number of women are in position not only at grass root level, but also at the state and national levels. The path of the women's bill, which seeks 33% reservation for women in Parliament and State Assemblies, has been pending since 1996. Successive governments have placed it on the table of Parliament, but only to shelve it in the absence of a political consensus. Giving representation to women in Parliament is not only a question of giving fair representation to women in working of the nation, but also a question of social justice, gender balance and gender equality. Moreover, it is a matter of right for women to ask for fair representation, for they constitute 50% of the demos. Though India has a number of prominent and powerful female politicians, measures to increase women's political participation at all levels have proved difficult to enforce. Male politicians disqualified from politics have often exploited anti-discrimination legislation to have wives or relatives elected. However, recent Indian government studies have shown that the reservation of seats has been a powerful incentive for women at grassroots level. With 10% of its parliamentary seats held by women, India has lagged behind regional neighbours such as Bangladesh, where the proportion is 15%, and Pakistan, where it is 30%. With only 10.8% of women representation in the Lok Sabha and 9% in the Rajya Sabha currently, India ranks 99th among 187 countries, according to the comparative data by the Inter- Parliamentary Union. The IPU is an international organization that works for promoting democracy, peace and

cooperation among people in the world. At present, after 2009 election, India has only 59 women representatives out of 545 members in the Lok Sabha, while there are 21 female MPs in the 233-member Rajya Sabha. Rwanda has beaten 186 other countries in the world to become the nation with the highest number of female parliamentarians. After an election held in September 2008, the tiny East African nation became the first in the world where women hold the majority in parliament – 56% seats are controlled by the fairer sex. The high-profile posts of foreign minister, education minister, Supreme Court chief justice, parliament speaker and police commissioner general are also held by women. The Rwandan genocide of 1994 in which a Hutu dominated government encouraged thousands of militia men to kill, rape and pillage the minority Tutsi community and even the moderate Hutu population ravaged the country and left a demographically uneven population with 70% females. In 2003, President Kagame in a new law reserved 30% of parliamentary seats for women.

Do We Need Sub-quotas ?

Some of the parties like JD (U) and RJD are calling sub quota for minorities and OBCs. Even though reservations are supposed to eliminate differences, they actually end up doing exactly the opposite. Caste based reservations are a classic example of the same. However, according to some, this suggestion mustn't be rejected outright without examining whether there is a need for such a reservation. There is no doubt that women across all communities face numerous hurdles to rise. However, Women in some communities face more hurdles than others because some communities are more orthodox than the others and some are more backward than the others. While women reservations bill will benefit the women in SCs and STs, Muslims and OBC women are not likely to benefit much and their representation in Parliament is likely to remain low. For e.g., presently out of 543 members in Lok Sabha, there are only 3 women Muslim members. Reservation for OBCs and Muslim women is not easy because there aren't any seats reserved for these communities. Another important thing is that with 33% reservation, the total reserved seats would go up to 48%. Any further increase would mean that less than 50% seats are available in the unreserved category. While the real empowerment of women can take place at the grassroots level, women leadership across all communities needs to be created at the highest level so that they can take up women issues. There is an old adage, when you educate a man you educate an individual; when you educate a woman, you educate a whole family. However, reservation is an easy shortcut. Without proper backup steps, it is unlikely to make any significant impact.

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EMERGING TRENDS IN HEALTH MICROINSURANCE AND ITS VALUE ADDED SERVICES : AN OVERVIEW

Nabendu Basak
Assistant Professor, Department of Commerce, Santipur College, Santipur, West Bengal
Email : nabendub@gmail.com

Abstract
In India lack of nutrition and hygiene, poor people involve a risk of illness that effects interrupted daily earnings for the consumption of their family. Therefore, concept of healthcare is more effective in reducing poverty by way of protecting health that considered as the origin of labour to earn income. In this context, Government of India took an initiative by implementing Insurance Regulatory Development Authority (IRDA) with its Microinsurance regulation, 2005. The said regulation is mandatory for all public and private, life or non-life segment insurance companies to extend their activities to rural and well-identified social sectors in the country. Low income households force to contribute in healthcare services at the time of medical urgency from family savings, SHG loans, Acquaintances, loan from moneylenders etc. Enhanced working hours, removal of children from schooling and curtailed basis living expenses are common reasons that effects negative impact on health as well as healthcare and generate induced distress in low income families. Value Added Service (VAS) emerged as an unique service in Health Micro Insurance (HMI) scheme that includes low health check up, dial-a-doctor, health camp, in person consultation, low cost clinic, low cost diagnosis, emergency medical assistance, low cost clinic, low cost medicine etc. Several Government organization such as Rashtriya Swasthya Bima Yojna (RSBY), Kalainagar health insurance scheme and Co-operative scheme like Yashasvini, Uplift health mutual, VimoSEWA etc. are the contributors of VAS to their clients. This article highlighted on the overall healthcare procedure and a new concept of VAS under HMI scheme in Indian perspective.

Key Words : *Health Microinsurance, Insurance Regulatory Development Authority, Acquaintances, Value Added Services, Dial-a-doctor.*

Introduction

Microinsurance refers as insurance to the poor and health security under insurance is considered as a major issue in reducing poverty in India. Health security equipped with two aspects: healthcare financing and healthcare provision. Macro and Micro studies on the use of healthcare services shows that poor people are fails to save and contribute towards healthcare costs after meeting the basic expenditures associated with consumption and majority of this people suffers from several health problems due to lack of nutritious foods, hygiene etc. In India public healthcare provision results lack

of health security because of shrinking budgetary support for healthcare services, inefficiency in public health provision, unacceptable low quality of public health services, forced the poor to search for alternative financing mechanism. There is now a growing realization that even a poor can make a small and periodic contribution towards healthcare needs. Therefore the concept Microhealthinsuance emerged in different parts of rural and semi-urban areas in India. To put the idea into reality Insurance Regulatory and Development Authority (IRDA) under Government of India established as the sole regulatory organization who released the IRDA (Micro Insurance) guidelines on 30th November, 2005, with an objective to involve several insurance company mainly private in nature, who primarily shows lesser interest because of poor policyholder's income instability, improper customer identification data, adverse possibility of getting return by way of premium, huge transaction cost etc. The IRDA regulation 2005 explained that health insurance sold under "general microinsurance product" or the "life insurance product" and the definition must cover ("cap") no less than Rs. 5,000 (per individual) or Rs. 10,000 (per household) with a minimum coverage period of one year and the age limit of the insured is left to insurer's discretion. This paper provides an overview of the developments in extending health related Value Added Services (VAS) under Health Microinsurance Scheme (HMI).

Methods to Meet the Medical Exigency by the Poor

According to Indian Health Report 2010, many households in India spend 7% of their total expenditure on healthcare. Reasons behind it shows that low income people devoted major part of their income for basic consumption and in this situation, to achieve healthcare services such as access to hospital network, treatment, access to good doctor, timely medical advice, medicine, brings additional financial pressure at the time of medical urgency. To meet this emergency medical care they collect the money under different sources those are:

- Almost all low income households are saves part of their income usually for common subjects like marriage and education of children but not for medical purpose. Therefore, at the time of any emergency related to healthcare needs they forced to convert those savings to meet the health emergency.
- Self-Help Groups (SHGs) are lend to its members for the medical contingency but the members must informed one week before. Therefore, urgency is not entertained. Again Microfinance Institutions (MFIs) also diverted their loan to medical purpose if the said loan includes such condition.
- Apart from SHG and MFI members, other person often borrows money from their employers, neighbors and friends at the time of urgency. For example, vegetable and fruit vendors borrow money from the wholesaler and the loan adjusted through their subsequent weekly purchase of goods. But there is no guarantee of getting access to this loan under every circumstance, due to lack of cash availability on hand with the lender, relationship between lender and borrower, the willingness to lend etc.
- Regular bank loan is insufficient for the poor as it needs regular source and income. Therefore, only planned health expenditure can be managed from the banks.
- Moneylenders are the most popular source of personal loan for the poor in any urgency. They provide instant loan in exchange of some collateral (Land, jewellary or other valuable

consideration). Instant cash at the remote area where SHGs and MFIs are not exists, quick to respond, local relationship, less paper work are the advantage of the moneylenders in exchange of a high rate of monthly interest (3-10%).

- Lack of all other sources mentioned above poor people forced to pausing or selling jewellary, houses, agricultural land or other immovable property to collect money at the time of severe medical emergency with the condition of timely return or forfeited assets.

Value Added Services under Health Microinsurance

The aforesaid services projects to serve better value and to improve the business viability of HMI schemes that targets low income families. Availability of VAS to the members of HMI scheme provided either at the initial stage of check up or later part of the coverage period such as discount in doctors' visit or in medical bills. The lack of tangibility, infrequency of hospitalization and the willingness of the family and friends to assist at the time of crisis make hospitalization under HMI scheme, a low value proposition for the poor. To improve the appeal of a basic health insurance product to low income families, HMI schemes offered some additional services like health checkup, in person consultation, low cost medicine, health camp that provides vaccination or offer clients free consultation are the examples of Value Added Services (VAS). Recent findings shows that constant reducing outpatient (OP) expenses such as consultation and medicines even for treatment of both acute, often infectious as well as chronic disease that drives three times as many families into poverty as do inpatient (IP) expenses such as hospitalization etc. VAS are expected to have a favourable bottom line impact on HMI through increased sales and improved claims experience, adequate enough to offset the incremental costs of the VAS. HMI requires some contribution from its members to provide its services, VAS with the help of better health habits and behavior, have substantial prospects or reducing overall claims cost are reasonable inexpensive of provide. VAS can provide client value in many ways such as health information via Dial-a-doctor, brings the development of telecommunications and technology, HMI identification smart card establishes identity who have no formal identity earlier etc. Several MFIs, NGOs provides MFI scheme to their members and uplift a savings based voluntary health benefit scheme to offer to clients who do not have loans such as SAJIDA Foundation of Bangladesh, Yashasvini of Karnataka, India, VimoSEWA of Ahmedabad, India etc. However, VAS creates additional business value by reducing both policy acquisition and claims costs.

Categories and Applications of VAS

There are mainly three categories are found to explore VAS such as Preventive, Therapeutic Consultations, and Therapeutic access to low cost supplies and services.

Preventive VAS are explained by different dimensions such as one, health education under guidance to prevent illness and promotes better health (hygiene, nutrition etc.), second, education consultation and prescription of medicines by way of health camps and third, health checkups for any health risk or disease like hypertension, diabetes etc.

Therapeutic consultations of VAS is popularized through, one, direct visit of medical team with the insurer, completed physical examination and real time exchange with health care provider to reduce primary care expenditure, two, remote consultation with Dial-a-doctor to provide medical

assistance with the help of telephonic contact by healthcare provider (nurse or doctor) that results low cost way to access medical advice. Three, remote consultation by a medically trained assistant who has basic diagnostic information (e.g. blood pressure, pulse etc.) provides recommended treatment to patient.

Therapeutic access to low cost supplies and services as VAS explains with the following way. One, providers of discounted or below market price medicines at owned or contracted pharmacies to improve access of medicines at owned or contracted pharmacies for the low income households. Second, low cost clinics that provide low cost medicines, diagnostics and consultation with doctor employed by the clinic. Third, to improve access to primary care VAS provides quality diagnostics at owned or contracted pharmacies to the clients. Fourth, employs GPS technology and incoming call dispatch centre offers ambulance transport for injured or seriously ill patients to an appropriate hospital to access medical attendance at the time of urgency. With the above categories of VAS under HMI scheme brings a revolutionary change in the healthcare activities for the rural and semi urban low income households.

Indian Initiatives

As per World Bank 2011 report with 1.2 billion population and a 6.8% GDP growth India is the 7th largest country in the world who spend 4.1% of GDP only in health expenditure. There are many schemes like Universal Health Insurance Scheme, Weaver Health Insurance scheme, Aarogyashri, Kalainagar and Yashaswini are some of the programmes that have been running with huge support and funding from the Government. Almost 160 million lives covered under the schemes run by Government and Non-government organization, Health providers, Community based organization, Public-Private trust and sometimes trade union.

- Most widely popular scheme in India is "Rashtriya Swasthya Bima Yojna (RSBY)", a national scheme launched in the year 2008 under guidance of Ministry of Labour and Employment, Government of India, that provides inpatient cashless coverage of INR 30,000 for all eligible beneficiaries – Below Poverty Level (BPL) and unorganized work force. It is a successful implementation of Public Private Partnership (PPP) model. It is the largest microhealth insurance scheme in India and enrolled approx. 34 million BPL families till January, 2013 (source: RSBY website). RSBY provides VAS like coverage of hospitalization and services of surgical nature including day care benefits, cashless coverage of all health services, and provision for smart card, provision for pre and post hospitalization expenses.
- VimoSEWA of Ahmedabad, India, operates a health programme that includes community based group health education, door step primary healthcare service by community health workers (arogya sevikas) and facilitating access to outpatient (OP) services including referral, when appropriate to government healthcare services.
- Swayam Shikshan Prayog (SSP) piloted and innovative hybrid community trust operated HMI scheme in August 2009 in Maharashtra, India underwritten by Oriental Insurance Company. It includes with OP VAS most notably, discounted consultation and medicines. A network of village based health "Sakhis" (workers) provided the health care services. It also offered client cashless IP hospitalization, benefit with a network of hospital (public and private), complemented by health education and discounts on consultation fees and drugs too.

- Swastha India Services of India with its experience of working with villages in Maharashtra is now building a network of branded clinics in a low income area of Mumbai with additional service as check up by the doctors. Therefore, a range of quality, non-branded medicines carefully selected and stocked at each clinic to cover essential common Op needs of the patients. (Source : Swastha India Services Report, 2012).
- The NGO Freedom From Hunger (FFH) worked with partner MFIs and SHGs in India to offer a range of integrated health and financial service to the poor people. In 2006–2009, at West Bengal, with the partnership of a large MFI named as 'Bandhan' included a health education campaign run by community health workers.

Conclusion

An emergency need for public action in building Health security into the lives of the poor. Insurance is one of the important financing tool that has been tried and tested by different agencies in different form. Public interventions can take the form of pro poor regulation need to be both on the healthcare provision as well as on the supply of insurance. Through several health insurance scheme or co-operative schemes like Yashasvini, Uplift health mutual, vimoSEWA continued with a grand success, the idea of health insurance or health financing is new to the poor and again because of inappropriate products, lack of insurance awareness, limited trust in the insurance, agents, previous experience of fraud or lack of trust in Insurance Companies add to the poor penetration of such schemes. In case of VAS is concerned it is important to get the core insurance product to some reasonable level of scale and stability before embarking on VAS initiatives or has been suggested begin by introducing the VAS and then add the insurance component. Private companies should launch such schemes with the partnership with the Government for the benefit of the poor and earn profit with insurance products that engaged huge clients' inclusion although with less unitary profit. Finally it has been said that as smart phones and now tablets use increased as their prices relentlessly fall (as has happened with mobile phone) and as clients/operators become more addicted with these devices, the microinsurance industry will further explore the opportunities offered by technology in providing VAS for the future.

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A STUDY ON EFFECTIVENESS OF SSA CASCADE MODE TEACHER TRAINING

Dr. B. V. Ramana Rao
Assistant Professor, Govt. College of Education, Tarbahar, Bilaspur, Chhattisgarh
Email : raobvramana@yahoo.com

Abstract
Cascade type of training is a model for fast-track training of great numbers of teachers. Cost saving is one of the perceived benefits of this approach – only one teacher needs to attend an expensive training course. The SSA training programme places great emphasis on building the capacity of teachers for teaching. The present study on effectiveness of SSA training programme has been conducted in Bilaspur and Raigarh districts of Chhattisgarh. The results show that the cascade model of teacher training is not being effective due to its own limitations.

Introduction

The teacher is the most decisive factor in the qualitative improvement in primary education. A large number of unqualified teachers are the crucial obstacle to improving the quality of education in just beginning courtiers. Teacher training is a direct means to enhance the quality of teaching and student achievement. In-service training is one of the strategies for improving the knowledge and skills of unqualified teachers already employed. When in-service training is delivered, the cascade model is often used. The cascade model means that the 'training messages flow down from experts and specialists through several layers of personnel and eventually to the teachers; It has been used for many years, particularly in industry and commerce. The cascade model is a strategy for training large numbers of people within a limited period of time. It can deliver a large number of trained teachers relatively quickly and to reduce the cost of training. Therefore, it is suitable for staff development and the training of facilitators.

Cascade Model

The cascade model involves the delivery of training through layers of trainers until it reaches the final target group. A cascade is a waterfall or a series of waterfalls. When we think of a cascade we have a vision of big quantities of water rushing down a river. In education this image has become a metaphor for a particular training model: one teacher from a school (or a district) is trained; the newly trained one trains a few more; each one of them trains a few more, until all have received the training. The cascade training model is an attempt to fast-track training of great numbers of teachers. Cost saving is one of the perceived benefits of this approach – only one teacher needs to attend an expensive training course. The knowledge gained on the course can then be passed on progressively to all in the organization. In a cascade in nature the force of gravity ensures that the all the water reaches the bottom. The force of gravity is not operative when we try to empower all our teachers with technology skills.

We select the most qualified person in terms of passion and affinity to technology – and training ability – to be at the top of the cascade. If the members of the first group who receive training are less qualified, the effectiveness of the training they offer to subsequent groups will be diluted. They can only pass on what they themselves value, remember and understand. In many cases the envisaged cascade is reduced to a mere trickle of knowledge when it reaches the last teachers. Minimal knowledge may reach the teachers at the bottom.

The cascade model may be useful for creating initial technology awareness among all staff members. When more intensive training is required, we can't depend on this model. Teachers are at different levels of technical competency – a one-size-fits-all training approach will not yield desired results.

Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan (SSA) aims to provide quality education to all children in the 6 to 14 age group across the nation. SSA has several features that seek to improve the quality of elementary education. These essentially pertain to (a) ensuring basic provisioning to enable improvement in the quality of classroom transactions (b) large scale capacity building of States, for undertaking and evaluating interventions for quality enhancement and (c) focus on assessment of learning outcomes and their improvement, as key indicators of the quality of learning.

The programme places great emphasis on building the capacity of teachers for teaching, through regular training programmes. The Scheme provides for regular annual in-service training for up to 20 days per teacher. The SSA framework was recently amended w.e.f. 1-4-08 to give more emphasis to practical classroom related teacher training by providing for a maximum of 10 days institutional training at BRCs level, and another 10 days specifically at cluster/school level in order to ensure follow-up, peer learning and experience practical classroom transactions.
SSA also provides for 30 day induction training for newly recruited trained teachers to orient them to their roles and responsibilities, the expectation of the SSA programme and specific state/district priorities in quality education. 60 day training is also provided for teachers that have not received pre service training in order to provide customized distance mode programmes for such teachers to acquire progressive qualifications in service mode.

Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalisation of Elementary Education, has several features that seek to improve the quality of elementary education. The physical spaces of schools can be transformed into learning spaces only if certain basic provisioning is ensured. This provisioning includes, inter alia, an adequate number of teachers in schools, facilities for training of teachers, structures to provide regular on site academic support, grants to facilitate development of teaching learning material to aid classroom instruction, textbooks for children from special focus groups etc.

The programme places great emphasis on preparing the teachers for teaching, by building their capacity through a series of training programmes. The SSA provides for regular 20-day in service training for every teacher every year, along with facilities for 30 day training for newly recruited teachers and 60 day training for teachers that have not received pre service training. Training covers several pedagogical issues, including content and methodology, to improve teaching learning transactions at classroom level. States have started exploring several innovative means of imparting

these trainings, including use of the distance, self learning mode and use of the educational technology. Teacher training under SSA emphasizes child-centred pedagogy and competency based teaching learning. In 2006-07, about 29.5 lakh teachers underwent the annual in service training. NCERT has prepared guidelines for in service teacher training under SSA, called 'The Reflective Teacher' that advocates an optimum training duration of about 10 days per year. In service training as suggested by NCERT, should be split up into institutional training 'on site' (that is, in the school), implementation of recommended strategies by the teachers in their own classroom settings and finally, meetings at BRC/CRC level to facilitate peer interaction amongst teachers.

BRC and CRC

BRCs/URCs and CRCs have been conceptualized under SSA based on their good performance in initiatives such as DPEP, Lok Jumbish, Shiksha Karmi, etc. Presently nearly all BRCs/ URCs and about 95% CRCs are operational in the country. However, much of their potential as academic resource centers are yet to be realized and their role and functions are to be academically channelised. BRCs/URCs and CRCs need to function as resource centers near the schools to study the problems and issues related to quality through effective use of DISE, household survey, Quality Monitoring Tools etc. Accordingly they need to design strategies to address the academic issues. Some of the major academic roles of BRCs/URCs & CRCs are outlined below.

a) Development of the Center as a rich academic resource center with ample resource/ reference materials for concerned teachers.
b) Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas for primary and upper primary level.
c) Regular school visits for addressing emerging pedagogic issues and issues related to school development.
d) Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.
e) Setting up of performance indicators to track and enhance school performance.
f) Consultation with community members and Panchayati Raj Institutions to strive for school improvement.
g) Design a Quality Improvement Plan for own block/ cluster as per the SSA goals and strive to achieve that in a time bound manner.
h) Monitor the progress of quality using Quality Monitoring Tools with nearby DIET.

Objectives of the Study

Following are the objectives of the study –
i) To study the nature of Teacher Training provided at BRC level.
ii) To study about the Resources available at the Training Centers with their utility.
iii) To study the effectiveness of the teacher training programme at BRC level.

Research Questions
i) What is the nature of teacher training provided at BRC level ?

ii) What are the resources available at BRC's and their utility ?
iii) Does the training provided at BRC's is effective ?

Sample

The study has been conducted in Bilaspur and Raigarh districts of Chhattisgarh. Out of 7 blocks Bilha, Kota, Masturi, Marwahi and Pendra from Bilaspur and in Raigarh out of 9, Raigarh, Kharsia, Dharamjaigarh, Lailunga and Tamnar blocks were selected for the purpose of this study. From Every Block 10 CAC's, 10 Upper Primary Teachers and 10 Primary Teachers are taken for the study which in total counted as 100 CAC's 100 Upper Primary Teachers and 100 Primary teachers.

Tools Used

1. Interview Schedule – It is developed by researcher containing 20 items related with BRC functioning and are subjected to BRCC.
2. Personal Observation Diary of the BRC's.
3. Researcher Made Scale for CAC's, Upper Primary Teachers and Primary Teachers. The scale consisted of 70 items for CAC's, for Primary Teachers' 30 items and for Upper Primary Teachers 24 items. The items were concerned with the area of Right to Education, MGML, Community Participation, Evaluation, Training and Administration.

Analysis

The analysis has been done focusing research questions. In order to study the nature of the training Interview Schedules and observation dairy analysed and got following facts regarding the teachers training;

1. The Cascade model was used for the teacher training. The Cluster Academic Coordinators (CAC's) and Upper Primary Teachers used to get training from the District Resource Group (DRG), which are formed in concerning DIET's. The DRG's were trained by State Resource Group (SRG) at SCERT level. The SRG's are trained by National Resource Group. The CAC's further transact the information to the Primary Teachers.

   Thus the stakeholder of the training process, UPT and PT comes down at 4 or 5 step of Cascade model. The shape and size of the knowledge/information are completely deformed due to the transmission loss. Hence it is very much possible to loose the aims and objectives of the training itself.

   As the participation in number of training programmes and the quality involvement in training do not matter with the increment/promotion policy of the teachers, hence least interest on training has been noticed among the teachers and CAC's.

   A large part of the training programme (nearly 60%) goes on group activities, which further limits to the active participation of the group to 10-20 percent.

2. All the BRC's have been provided with uniform infrastructure with a training hall, and three rooms. Most of the training halls have been converted into store rooms and the training programmes were being conducted in small rooms, with no adequate furniture and space. The Overhead Projectors, computers and other equipments were not being used for either out of order

or lack of continuous supply of electricity. Technology stands far off from these training centers. Teachers were being provided study materials during the training programmes.

3. Regarding the effectiveness of the training programmes, the analysis has been done based on the data available by administering the scale upon CAC's, UPTs' and PTs'. The groups of the above mentioned stake holders of the training have scored more than the mean of the scale. CACs' mean score 184.1 (140), UPT's mean score 61.3 (48) and PTs' mean score 74.8 (60). In the further study of effectiveness of the training programmes, the scores were sorted from higher to lower order and the significance of the difference of top 27% and bottom 27% were calculated. In all the cases the t-value was not significant. Hence it can be said that there was no significant difference in the higher and lower group. The training was received uniformly by the teachers.

Findings
1. The cascade model of teacher training is not working properly because the members of the first group who receive training are less qualified; the effectiveness of the training they offer to subsequent groups is diluted. They only pass on what they themselves value, remember and understand. The envisaged cascade is reduced to a mere trickle of knowledge when it reaches the last teachers.
2. The technology is far off from the training programmes because of several local reasons.
3. The content part of the training programme is being supported by the literature which is being supplied during the training but the aesthetic values and moral support are abstaining.

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THE ENTERPRISE RISK MANAGEMENT: A FRAMEWORK STUDY ON THE BASIS OF A SURVEY REPORT

Dr. Kajalbaran Jana
Assistant Professor, Department of Commerce, Tamralipta Mahavidyalaya, West Bengal

Introduction

Global economic and industrial developments have changed the risk profile of every company. They have realized the importance of a risk-sensitive system in managing scarce capital. To deploy scarce capital effectively and to maximize economic value, they need to move towards risk-based capital wherein the company's capital requirements are based on the risk that it faces. Enterprise risk management (ERM) has been most debated article as the companies realize that better management through increased predictability and lower volatility are the key factors contributing to shareholder value.

The Survey of AppLab.Com

A survey conducted by AppLab.Com. on the corporate e-commerce site, 2008. AppLabs is the World's largest software testing company and has become a trusted partner to more than 600 companies. It has conducted on groups of professionals consisting 37% from testing background, 25% of respondent belongs to project management and remaining 48% are belong to personnel related to web site management.

1. The surveyor asked the professional **how important their website is to their business**. The following responses were obtained:
   24% regard their website as critical
   33% of those questioned regard their website as very important
   Another 40% consider their website is important
   Just 3% think their website is not important.

2. During the survey they asked professionals **if their website was to crash during the peak buying time for their customers, which would be impacted the most?** The responses were achieved
   40% of those in question said a crash would impact their overall business
   32% of those in question said their customer loyalty would be impacted
   22% of respondents said their corporate brand would be adversely impacted
   6% of respondents considered that their sales would be impacted

3. As part of the survey, they asked professionals **what they thought their web customers would find the most frustrating about their websites**. The responses were obtained:
   37% said their customers would find difficulty in navigating the website

33% of those questioned said that the speed of the site, or lack of speed, would have most impact on their customers

19% of those questioned thought their customers would be most concerned about security if the site crashed

11% of organizations said their customers would look for alternative sources for their goods and services

4. The fourth question asked whether respondents felt **their websites could cope with peak periods, especially with the current economic climate meaning that every customer gained is of significant importance.** The answers were:
   75% of those questioned were certain their website had sufficient capacity
   8% did not think their websites could cope
   17% of those questioned were not sure whether their sites could cope or not

5. The surveyor asked professionals **how good their testing practices were as the way to mitigate risks on their websites.** The responses showed:
   Only 36% considered their Security testing to be best practice
   Only 32% of all respondents thought their performance and Load testing were best practice
   A respectable 44% thought their Functional testing was best practice
   An impressive 46% thought their User Acceptance testing was best practice
   Thus, it is found that there are wide disparities in the opinion of risk management. Here lies the management towards enterprise own operational and other allied risk.

Objective of the Study

In the essence of above mentioned survey report the study aimed towards discussion on the importance of enterprise risk management (ERM) on the following ground-
i) The challenges before the implementation of ERM
ii) The realizations towards ERM goals
iii) To offer some suggestions for implantation of ERM

1. Implementation Challenges before ERM
   The five questioned asked during survey consisting issues like
a) How important their website is to their business ?
b) If their website was to crash during the peak buying time for their customers, which would be impacted the most ?
c) What they thought their web customers would find the most frustrating about their websites?
d) Whether their websites could cope with peak periods, especially with the current economic climate meaning that every customer gained is of significant importance ?
e) How good their testing practices were as the way to mitigate risks on their websites ?
   An enterprise in websites business involves managing all such issues. The successful management of all issues minimize the risk involve within the business otherwise subsistence of the enterprise will be jeopardized.

The first question is prime one for existence of enterprise. Here 24% respondent thought their website as critical, 33% thought their website as very important, 40% considered their website as important. Thus altogether 97% thought that their website is important to their business. As a whole this is a good sign for implementation of ERM in website business, but at the same time it can be said that this entire 97% respondent should have thought their website as 'critical one' for their business. The other questions related to the operational aspects of such business including one question related to customer responses about their website. All these issues are very important for ERM framework. The last question is directly on the risk management towards testing practices of the website business. Here the respondents choose either one option or more than one options to be followed as best testing practices to manage the risk of website business. 36% thought security testing to be best practice, 32% thought performance and load testing as best practice, 44% thought functional testing to be best practice and 46% thought user acceptance testing as best practice.

This calls for the changes towards the perception of risk management. It consists of all the challenges of a major organizational change initiative. The challenges are-
- To synchronize the ERM objectives with the corporate and organizational objective
- Whole hearted support of Top management of implementation of ERM
- Inadequate conception to formulate appropriate ERM model
- Cultural mismatch of traditional thinking with the new idea

1.1 'As-Is' analysis towards implementation ERM
The formulation of ERM model is important structural approach toward conceptualizing the present days risk perceptions. The contemporary approach toward risk of an organization is the foremost article for formulation such model. More-so-over, the risk consumption and nature and tolerance should have been studied. The focus areas of As-Is analysis are its exposures and impacts, methodology, tools and cultural aspects.
1. Exposures and impacts : The analysis must study on all the exposures and their combined impact of correlated risk on the organizational goals.
2. Methodology : A well articulated methodology base on surveys and workshop will have be utilized to implement ERM properly
3. Tools : Tools are the trustworthy sources of data management at the face of organizational culture and disposition of people towards risk
4. Cultural Aspects : The organization is that what its people does. That's why analysis and understanding of culture is an important element of 'As-Is' analysis.

The second query dealt with impact analysis if website crash during peak buying period. 40% of the respondent said that crash would impact on overall business, 32% said customer loyalty would be impacted, 22% of respondent thought that corporate brand would be adversely impacted and only 6% considered sales would be impacted. Interestingly we found that sale being important parameter for performance evaluation would be impacted least adversely. This meant for website being so essential for human being as well as absence of potential competitors' sales would least hampered due to crash in the peak buying period otherwise this response has certain bias and not collected from trustworthy sources. The fourth question was also dealt with the operational risk of cope with peak period demand

of the customer in the current economic climate. Here we find that 75% thought that website had such capacity, only 8% thought that website had not such capacity and 17 % were not sure whether site had such capacity or not.

1.2 Institutionalization of ERM

After As-Is analysis we have to go for probable Value proposition of ERM in the context of organization and develop a model on the basis of robustness, suitability, cultural fit and changes needed depends on the experience gathered on authentic observation of organizational operational aspect on the risk.

The institutionalization is the steady state of transitional framework of ERM. It entails different stages comprising followings:-

• Developing communication plans to identify key drivers, features and benefits
• Refining the governance model to yield the require control and guidance for the program
• New technology should have to implement changing exiting one.
• Re-sourcing and restructuring the plan
• In view to information relating to risk measurement, metrics, reporting etc are needed to be documented and shared at the appropriate levels.

2. 1. The COSO Methodology – A Realization towards ERM Goals

The Committee of Sponsoring Organization (COSO) of the Treadway Commission developed integrated frame work for ERM realization. The framework identifies eight components for ERM. These are

a) Internal Environment.
b) Objective Setting.
c) Even Identification.
d) Risk Assessment.
e) Risk Response.
f) Control Activities.
g) Information and Communication.
h) Monitoring.

a) Internal Environment : The risk philosophy of the organization is realized upon the risk consumption pattern, ethics and values embedded within the foundation of the organizational plan.
Objective Setting: Here the risk related objective of the organization and related strategic goals are being set. For better realization the goals and objectives must flow through the hierarchy of the organization.

b) Event Identification : It focuses on identifying the internal and external events that affect the achievement of the strategic objectives and goals of the organization
.
c) Risk Assessment : It is the logical step to understand the impact of the identified events on the objective setting. It involves multiple qualitative and quantitative methods to assess the risk.

d) Risk Response : It involves rating the risk on the scale of risk tolerance. The ratings based on cost benefit analysis towards impact on the objective of identified response.

e) Control Activities : It focuses on laying out policies and procedures that the defined responses are operational.

f) Information and Communication : The policies, procedures, role and responsibilities should be channelize and communicated through out the organization to envisaged risk response achieved.

g) Monitoring : It provides essential inputs for review and modification of other elements so as to make the operational effectiveness of ERM.
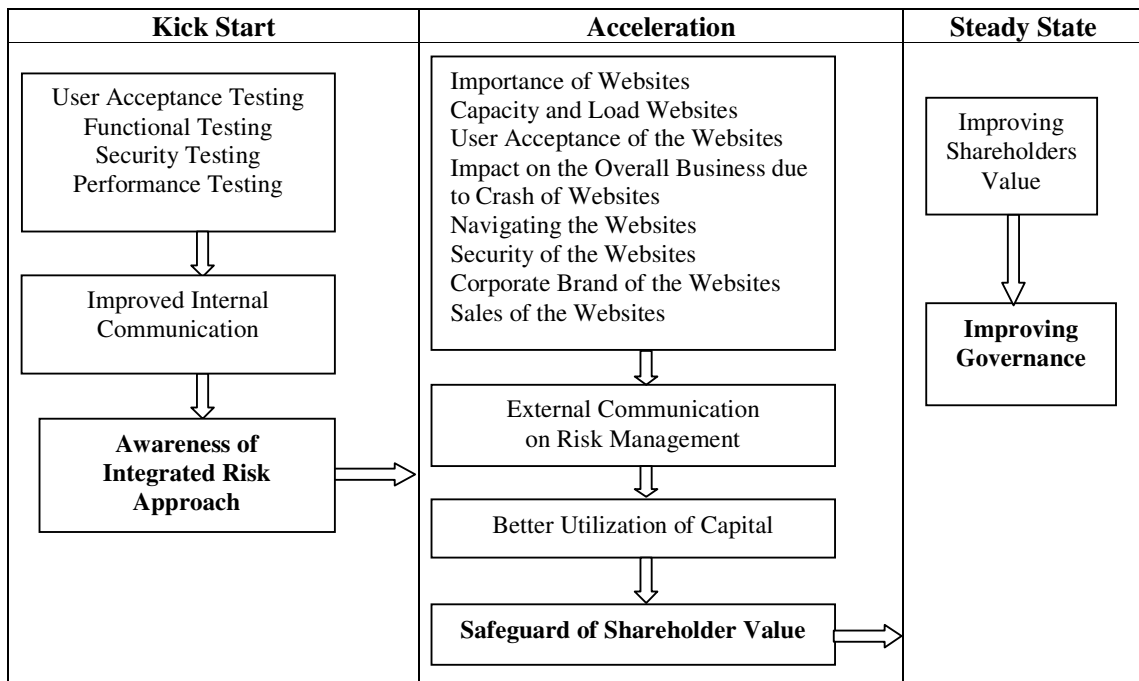
2.2 Impact Analysis of AppLabs Survey

We have found in the AppLabs survey the following terms as external key element impacted for enterprise risk management:
a) Importance of Websites – 97%
b) Capacity and Load of Websites – 75%
c) User Acceptance of the Websites – 46%
d) Impact on the overall business due to crash of Websites – 40%
e) Navigating the Websites – 37%
f) Security of the Websites – 22%
g) Sales of the Websites – 6%

It is found from the impact survey that 97% thought that their website is important one and 75% thought capacity and load is sufficient. So, these two are to be taken care off as crucial key element. Navigating, Security, User acceptance and impact on the overall business due to crash are middle in the row and occupied almost 36%-46% opinion judgment as key element. One fifth of the opinion favoured corporate brand as key element. Sales accounted as low as 6% thought to be as key element, which will be due to website crash. The percentage assigned against each key element would be their ranking order in terms of risk coverage.

Again, in terms keeping website uncrushed followings are the internal key element should be ranked as:
a) User Acceptance Testing – 46%
b) Functional Testing – 44%
c) Security Testing – 36%
d) Performance and Load Testing – 32%

Kick Start	Acceleration	Steady State
User Acceptance Testing Functional Testing Security Testing Performance Testing	Importance of Websites Capacity and Load Websites User Acceptance of the Websites Impact on the Overall Business due to Crash of Websites Navigating the Websites Security of the Websites Corporate Brand of the Websites Sales of the Websites	Improving Shareholders Value
Improved Internal Communication		
Awareness of Integrated Risk Approach	External Communication on Risk Management	**Improving Governance**
	Better Utilization of Capital	
	Safeguard of Shareholder Value	

Here all the testing propositions are carrying 32% to 46% of total opinion judgment. The visible impact of an implementation is usually not uniform. During the kick start and acceleration stage the impact may visible and felt internally. The external visibility would be gained when transformation is in steady state.

Conclusions and Suggestions :

All ERM implementations require anticipating issues and proactively adopting remedial measures. Five important areas are to be carefully monitored.
1. Persons involve and their role.
2. Policies and communication ability.
3. Model and Methodology.
4. Systems and data.
5. Results and reward.

The Programme Manager for implementation must be regularly updated their activities, issues and remedial action when and whatever needed on above mention area. Since ERM is at the face of large change management initiative, so it should be carefully handled and in proper way which impacted on the enterprise as follows-
i) Better utilization of capital.
ii) Safeguard and improving the shareholder value.
iii) Improving governance.

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PROBLEMS OF WOMEN ENTREPRENEURSHIP IN INDIA

Aritra Ghosh
UGC Project Fellow, University of Kalyani, Kalyani West Bengal
Email : aritrasocio1987@gmail.com

Rimi Sarkar
Research Scholar, University of Kalyani, Kalyani West Bengal

Abstract
Women constitute around half of the total world population. So is in India also. They are therefore, regarded as the better half of the society. In traditional societies they were confined to the four walls of houses performing house hold activities. In modern society they have come out of the four walls to participate in all sorts of activities. Women entrepreneurship is gaining importance in India in the wake of economic liberalization and globalization. Basically all women entrepreneurs almost suffer from two main categories of problems, such problems can be designated as follows - 1) Specific Problems 2) General Problems. The first category of problems affect women specifically in their smooth operations of enterprise ,while the other category of problems have a general or over-all affect on the enterprises owned by such group of women entrepreneurs. The percentage or ratio of women entrepreneurs is growing tremendously. The emergence as well as development of women entrepreneurs is quite visible in India and their over-all contribution to Indian economy is also very significant. The occupational structure and the enterprises are undergoing a drastic change and make a more opportunities for women entrepreneurs.

Key Words : Entrepreneurs, Women Entrepreneurship, Business.

Introduction
Women constitute around half of the total world population. So is in India also. They are therefore, regarded as the better half of the society. In traditional societies they were confined to the four walls of houses performing house hold activities. A quiet revolution is taking shape right now among women. Unlike the silence revolution that began in the 1970s which saw women leave the home and enter the workforce in droves, women today are leaving the workforce in droves in favor of being at home. But unlike generations of women before, these women are opting to work in the home not as homemakers— but as job-making entrepreneurs.

Entrepreneurship
Meaning
The origin of the basic word "Entrepreneurship" is from a French word "Entreprendre", where it cradled and originally meant to designate an organizer of certain musical or other entertainments. The

Oxford English Dictionary defines the term "Entrepreneur" in similar way as the director or a manager of a public musical institution, one who gets-up entertainment arranged, especially musical performance. Initially in the early 16th century, it was applied to those who were engaged in military expeditions. In 17th century, it was extended to cover civil engineering activities such as construction and fortification. Cantillon (1959) was probably the first to introduce the term entrepreneur and applied it to the individuals engaged in production of goods for the market place.

Entrepreneur : Used in Various Ways

Since then, the term "Entrepreneur" is used in various ways and various views. These views are broadly classified into three groups namely - Risk-Bearer, Organizer and Innovator. Thus, a person who assumes and bears all types of risks involved in an enterprise, who organizes the various inputs or factors of production and who innovates news ideas, concepts, strategies and methodology in business from time to time is known as Entrepreneur (Deshpande and Sethi, 2009).

Entrepreneurship : New Status of Women

Entrepreneurship refers to the act of setting up a new business or reviving an existing business so as to take advantages from new opportunities. Thus, entrepreneurs shape the economy by creating new wealth and new jobs and by inventing new products and services. Many studies reveals that it is not about making money, having the greatest ideas, knowing the best sales pitch, applying the best marketing strategy. It is in reality an attitude to create something new and an activity which creates value in the entire social eco-system. It is the psyche makeup of a person. It is a state of mind, which develops naturally, based on his/ her surrounding and experiences, which makes him/ her think about life and career in a given way. The status of women in India has been changing due to growing industrialization, globalization and social legislation. With the spread of education and awareness, women have shifted from kitchen to higher level of professional activities.

Entrepreneurship has been a male-dominated phenomenon from the very early age, but time has changed the situation and brought women as today's most memorable and inspirational entrepreneurs. In almost all the developed countries in the world women are putting their steps at par with the men in the field of business. The role of Women entrepreneur in economic development is inevitable. Now-a-days women enter not only in selected professions but also in professions like trade, industry and engineering. Women are also willing to take up business and contribute to the Nation's growth. There role is also being recognized and steps are being taken to promote women entrepreneurship. Women entrepreneurship must be molded properly with entrepreneurial traits and skills to meet the changes in trends, challenges global markets and also be competent enough to sustain and strive for excellence in the entrepreneurial arena (Vijayakumar and Jayachitra, 2013).

Women Entrepreneurship

The women have achieved immense development in their state of mind. With increase in dependency on service sector, many entrepreneurial opportunities especially for women have been created where they can excel their skills with maintaining balance in their life. Accordingly, during the last two decades, increasing numbers of Indian women have entered the field of entrepreneurship and also they are gradually changing the face of business of today, both literally and figuratively.

Women Entrepreneurs may be defined as the woman or group of women who initiate, organize and co-operate a business enterprise. Government of India has defined women entrepreneurs as an enterprise owned and controlled by a woman having a minimum financial interest of 51% of the capital and giving at least 51% of employment generated in the enterprise to women.

A woman or a group of women manages the whole business of enterprise. She prepares various plans and executes them under her own supervision and control. There may be some persons to help her but ultimate control lies with the woman. A woman entrepreneur takes calculated risk. She faces uncertainty confidently and assumes risk. She has to tie up capital and wait for good returns. A woman entrepreneur likes to take realistic risks because she wants to be a successful entrepreneur.

Women Entrepreneurship : Spreading their Wings

With the spread of education and new awareness, women entrepreneurs are spreading their wings to higher levels of the 3-E's (engineering, electronics and energy) (Singh, 1992). A comprehensive study (Anonymous, 1990) of business women in the capital and its outskirts showed that 40 percent of the entrepreneurs have non-technical as far as their own qualification goes business such as electronics, engineering, chemicals, auto parts of the country, although, their number is very less yet are growing very fast in almost every kind of specializations i.e., T. V., wines, cosmetics, leather, non-conventional energy sources, etc.

Role of Women Entrepreneurs

The role of women entrepreneurs in the process of economic development has been recognized form nineties in various parts of the world. Today, in the world of business, women entrepreneurship has become an essential movement in many countries and has been accepted in all areas of working. The United Nations report has also concluded that economic development is closely related to the advancement of women. In nations where women have advanced, economic growth has usually been steady. By contrast, in countries where women have been restricted, the economy has been stagnant.
'Women Entrepreneur' is a person who accepts challenging role to meet her personal needs and become economically independent. A strong desire to do something positive is an inbuilt quality of entrepreneurial women, who is capable of contributing values in both family and social life. With the advent of media, women are aware of their own traits, rights and also the work situations. The glass ceilings are shattered and women are found indulged in every line of business from home making product to heavy product.

Problems of Women Entrepreneurs

The entrepreneurial process is same for men and women. Successful men and women entrepreneurs undergo similar motivations and thus achieve success in largely same way under similar challenges. They are also found to have access to fund from the same sources. The same condition both men and women can be successful entrepreneurs. (Cohoon et. al., 2010). However, in practice most of the upcoming women entrepreneurs face problems that are of different dimensions and magnitudes than that faced by their male counterparts. These problems, generally, prevent these women entrepreneurs from realizing their potential as entrepreneurs. The main problems faced by the women entrepreneurs in India are as follows :

Shortage of Finance

The major hurdles that the women face during starting and running a company generally come from financing and balancing of life. The balancing of life is caused due to lack of family support for the women. Women entrepreneurs even face problems in getting requisite working capital financing day-to-day business activities. Women entrepreneurs have to depend upon their personal saving and loans from family friends. Most of the women entrepreneurs fail due to lack of proper financing facilities.

Market-oriented Risks

Stiff competition in the market and lack of mobility of women make the dependence of women entrepreneurs on middleman indispensable. Many business women find it difficult to capture the market and make their products popular. They are not fully aware of the changing market conditions and hence can effectively utilize the services of media and internet. Women entrepreneurs also lack energy and extra efforts needed to be investing and to win the confidence of customers and popularize the products. Women entrepreneurs continuously face the problems in marketing their products.

Scarcity of Raw Materials

They have to even face the problems of scarcity of raw-materials and necessary inputs. On the top of this, is the high prices of raw materials, on one hand and getting raw materials at minimum discount rates are the other.

Women entrepreneurs encounter the problems of shortage of raw materials. The failure of many women co-operations in 1971 such as these engaged in basket making were mainly because of the inadequate availability of forest-based raw materials (Vijayakumar and Jayachitra, 2013).

Competition with Other Group of Men

Women entrepreneurs have to face severe competition from organized industries and male entrepreneurs having vast experience. Women entrepreneurs do not have a proper organizational set-up to pump in a lot of money for canvassing and advertisements. Such a competition ultimately results in the liquidation of women entrepreneurs.

High Cost of Production

The high cost of production is another problem which undermines the efficiency and restricts development of women entrepreneurs. It is necessary to increase efficiency, expand productive capacity to reduce the cost of production. High cost of production undermines the efficiency and stands in the way of development and expansion of women's enterprises.

Family Responsibility

In India, mainly a woman's duty is to look after her children and manage the other members of the family. Man plays a secondary role only. Incase of married women she has to strike a fine balance between her business and family. Her total involvement in family leaves little or almost no time or energy to be diverted for the business activities. Support and approval of husbands seems to be

necessary condition for women entry into business. Occupational back grounds of families and educational level of husbands have a great influence on the growth of women entrepreneurship.

Lack of Confidence

In general, women lack confidence in their strength and competence. The family members and the society are reluctant to stand beside their entrepreneurial growth. To a certain extent, this situation is changing among Indian women and yet to face a tremendous change to increase the rate of growth in entrepreneurship.

Socio-cultural Problems

Women's family and personal obligations are sometimes a great barrier for succeeding in business career. Only few women are able to manage both home and business efficiently, devoting enough time to perform all their responsibilities in priority. Illiteracy is the root cause of socio-economic barriers or hurdles. Due to lack of education and that to qualitative education, women are not aware of business, technology and market knowledge. Also lack of education causes low achievement motivation amongst women. Thus lack of education creates problems before women to set up competitive enterprises.

Identifying the Available Resources

Women are hesitant to find out the access to cater their needs in the financial and marketing areas. In spite of the mushrooming growth of associations, institutions, and the schemes from the government side, women are not enterprising and dynamic to optimize the resources in the form of reserves, assets mankind or business volunteers.

Patriarchal Society

The constitution of India speaks about the equality between both the sexes, i.e. men and women. But in practice, women are looked upon as "abla" i.e. weak in all respects. Women do not get equal treatment in male-dominated Indian society and male ego puts barriers in their progress. Entrepreneurship has been traditionally seen a male preserve. Women also have to face role conflict as soon as they initiate any entrepreneurial activity. It is an uphill task for women to face such conflicts and manage with the twin role.

Conclusion

Entrepreneurship is presently the most discussed and encouraged concept all over the world to overcome economic challenges. Women being the vital role of the overall population have great capacity and potential to be the contributor in the overall economic development of any nation. It can be said that today we are in a better position wherein women participation in the field of entrepreneurship is increasing at a considerable rate. Efforts are being taken at the economy as brought promise of equality of opportunity in all spheres to the Indian women and laws guaranteed equal rights of participation in political process and equal opportunities and rights in education and employment were enacted. But unfortunately, the government sponsored development activities have benefited only a small section of women i.e. the urban middle class women. At this stage, effective

steps are needed to provide entrepreneurial awareness, orientation and skill development programs to women. The role of Women entrepreneur in economic development is also being recognized and steps are being taken to promote women entrepreneurship.

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MONSOON FURY : DROUGHT AND FLOOD IN MAHARASHTRA

Dr. Sanghamitra Adhya
Assistant Professor, Department of Geography, Kalyani Mahavidyalaya
Email : dr.sanghamitraadhya@yahoo.in

Abstract

Maharashtra experienced the worst drought in 40 years in 2013. Drought affected 7,296 villages in 15 districts of the state in March, 2013. During the period of Feb-mid June, there was scanty rainfall. Drought was caused by lack of water in this region due to less rainfall, large scale deforestation, excessive use of water resources, like wells etc. Due to ground water utilization in agriculture, irrigation and domestic sector a number of blocks have been declared semi critical to critical. Thereafter from 2nd week of June, heavy to very heavy rainfall was received in almost all parts of the state. Calamities like droughts and floods caused great damage to human life and property. Natural calamities like droughts are long lasting and have prolonged adverse impacts. The threats posed by different disasters require protection measures, which differ considerably in terms of preparedness and amelioration of affected areas and people. In this paper an attempt has been made to analyze different issues related to flood and drought, methods and techniques of research useful in sustainability of environment and a few studies to attend some important problems faced by people in certain environmental situations at local and regional level.

Introduction

Natural disasters like floods, droughts etc. are caused due to natural disturbances and human negligence to nature. Most of the natural calamities occur quite suddenly without any forewarning. Although some disasters such as floods and droughts can be predicted in advance, these warnings are often inadequate to take precautionary measures.

Maharashtra experiences its worst drought in 40 years. Geographically arid and in the rain-shadow region, these areas have a history of low rainfall. The slow process of desertification is found in most parts of the state. Drought swept through fifteen districts of Sholapur, Ahmednagar, Sangli, Pune, Satara, Beed and Nashik, as well as Latur, Osmanabad, Nanded, Aurangabad, Jalna, Jalgaon, Nagar and Dhule. More than 11,000 villages in Maharashtra faced severe drought and approximately 2 million people were affected. Wells were dry, crops were wilting in the fields and livestock were dying. With a deficit in rainfall and mismanagement of available water resources, farmers were badly hit with many reporting failed crops continuously for two years due to scarcity of water for irrigation. Water for irrigation aside, there isn't water to drink or meet daily needs. The drought and water-deprivation in Maharashtra have been so severe that farming isn't an option throughout the year except for the few months of the monsoon. The meager yield produced in these 2-3 months has been stored

and used by families to sustain them through the dry spell that followed the monsoon. Many farmers committed suicide this year.

Severe Drought Condition
There wasn't much work to do and people were struggling to make ends meet. With no fodder to feed the cattle, the weekly markets were seeing cattle being sold in large numbers to slaughter houses and at very low prices. Without any means to feed their animals, cattle owners started living in cattle camps spread across the districts as a last resort. In many places, the cattle camps haven't been set up yet, causing people to sell their animals leaving them with no other way of earning livelihood with the crops failing too.

Several lakes, rivers and canals didn't have a single drop of water. Houses were stacked with drums and containers of all shapes and sizes. Taps have been running dry for far too long and so have the wells. Most of the villages depended only on water tankers for survival. The tankers used to come once a week or so and everyone from old women to little children used to run around with buckets and containers in their hands. Ruti-Imangaon Talaab was once one of the largest lakes in Ashti taluka of Maharashtra's Beed district. In 70 years it never dried up. Its water used to overflow into irrigation canals. There was very little water in this lake and many families have not harvested a crop in this year. With the severe lack of water for irrigation, fields have been abandoned. Several pomegranate orchards couldn't withstand the drought. The level of water scarcity can only be imagined if a drought-tolerant crop has also dried up. Only some green sugarcane fields flourished despite the crop being heavily water-intensive.

Maharashtra state has the highest number of dams in the country with more than 1,800 notable large dams constituting a whopping 45% of all the dams constructed in the country. With the situation so grim, it is imperative that drinking and agricultural needs be prioritized over industrial needs. While power generation and thriving industries are essential, it should not be at the expense of millions of farmers and their livelihoods.

Areas with Severe Water Crisis
Sangli: Jat, Atpadi, Kavthe-Mahankal, Tasgaon, Kadegaon
Satara: Maan, Khatav, Koregaon
Sholpaur: Sangola, Mangalvedhe, Karmala, Akkalkot, Madha
Pune: Purandar, Shirur, Baramati, Indapur

Table 1. Districtwise Tankers and Fodder Camps in Maharashtra

Districts	Tankers	Fodder Camps
Sholapaur	254	115
Ahmednagar	250	196
Satara	219	93
Sangli	134	22
Pune	54	1
Nashik	56	0

Source of Data : The Hindu, New Delhi, September 20, 2013.

Flood in Maharashtra

After severe drought of 2012-13, several drought-ravaged districts of Maharashtra were suffering under severe and unprecedented floods. By end of July, drought-prone districts like Buldhana, Akola, Washim, Amravati, and Yavatmal in western Vidarbha have received anywhere between 1.5 to 2 times the average rainfall. Many regions have also witnessed unprecedented intense rainfall episodes i.e. 300-400 mm rains within 24 hours.

Four drought-prone districts in western Vidarbha (Chandrapur region) experienced flood condition where about 1000 houses have partially damaged. Around 250 villages in Gadchiroli district had no power for two weeks. Power generation at the Chandrapur Thermal Power Station has also been badly hit. In Yavatmal, known as the suicide capital of Maharashtra, helicopters had to be pressed into service to rescue some 450 people trapped in three villages. An estimated 350,000 hectares of residential and agricultural land was under water after as much as 1,970 cusecs of water was released from the district's seven irrigation projects. Chandrapur in Vidharbha region has been the worst hit

Rivers in Spate

All rivers in the chronically drought-hit and water-scarce districts of Buldhana and Washim are in spate, causing extensive damage to kharif crops. In Buldhana, with the rivers Purna and Painganga swollen, many bridges and roads have been damaged, cutting off contact with several areas. Washim, no stranger to chronic water scarcity, unexpectedly received the highest rainfall in the Vidarbha region in June–457 mm, which is 164 per cent above normal. Between June 1 and today, the district has received 906.5 mm of rainfall – more than twice its average.

Drought-prone areas in the Central Maharashtra and Marathwada regions have also received higher than average rainfall. However, here excess rainfall ranges from 20-40 per cent (Table 2). The floods have caused extensive damage to both agriculture and civic amenities. At present, crops on an estimated 6-700,000 hectare of agricultural land in Vidarbha have been damaged by the rains. Statewide, 237 deaths have been reported because of floods, out of which 112 are in Vidarbha. Some 3,800 houses have been completely destroyed by the rain.

The monsoon in the Vidarbha region this year has so far been characterized by intense rainfall episodes. On June 14, the Manora and Mangrulpir tehsils of Washim district experienced 374 mm of rain in a span of three hours, which caused intense flash-floods in this hilly region. This region had never witnessed such intense rains so early in the season. On July 23, Lonar tehsil in Buldhana district saw a whopping 419 mm of rain in a single night.

Table 2. Rainfall in Drought-prone Districts of Maharashtra

District	Actual Rainfall (mm)	Average Rainfall, June 1 to July 31 (mm)	Percentage Deviation
Ahmednagar	286.2	206.7	+38
Dhule	*497*	*286.4*	*+74*
Jalgaon	459.3	323.1	+42
Nandurbar	584.5	439	+33
Sangli	309.7	269.6	+15

District	Actual Rainfall (mm)	Average Rainfall, June 1 to July 31 (mm)	Percentage Deviation
Satara	531.7	405.1	+31
Solapur	245	202.5	+21
Aurangabad	328	286.7	+14
Beed	332.6	264.5	+26
Hingoli	675.8	428.5	+58
Jalna	428.1	304.3	+41
Latur	468.5	362.7	+29
Nanded	*659.1*	*402.3*	*+64*
Usmanabad	349.7	286.3	+22
Parbhani	517.4	369.9	+40
Akola	*632.9*	*369.2*	*+71*
Amravati	594.2	391.4	+52
Buldhana	*536.1*	*331.2*	*+62*
Washim	*762.5*	*418.4*	*+82*
Yavatmal	*828.5*	*440.7*	*+88*

Source of Data : Indian Meteorological Department : July, 2013.
Flood districts in bold and italics

On 1st August, Gondpipri in Chandrapur district and Aheri in Gadchiroli district received 333 and 274 mm of rain. Earlier, on July 12, Bhamragadh in Gadchiroli had received 252 mm of rain. On July 30 and 31, the entire region received non-stop rain for 22 hours. Wardha district registered 325 mm rain while Nagpur city received 101.4 mm in 12 hours. According to figures provided by the Regional Meteorological Centre (RMC), the Vidarbha region has already received 98 per cent of its annual average rainfall at the end of July.

Recommendations
The class bias, bankruptcy and corruption of the ruling classes of Maharashtra in dealing with the question of drought and water management become the human induced factors behind these disasters. After spending over Rs. 40,000 crore on irrigation after the formation of Maharashtra state in 1960, successive state governments have managed to increase the proportion of irrigated land in the state from 6 per cent to just 16 per cent in the last 44 years. Hundreds of irrigation projects in the state – major, medium and minor –have remained incomplete for years due to lack of funds, further aggravating regional imbalances and spawning separatist demands.

The single crop sugarcane which occupies less than 4 per cent of the total cultivated area in the state, consumes over 70 per cent of the ground and surface water irrigation resources, while all other crops which occupy 96 per cent of the cultivated area are left with just 30 per cent of the irrigation resources. This is one of the main reasons for the general backwardness of agriculture in Maharashtra as a whole. In 100 of the 353 tehsils of Maharashtra that are chronically drought-prone, there exist over 100 sugar factories. That is itself one of the reasons for these tehsils being chronically drought-prone.

Several government-appointed commissions dealing with the question of water and irrigation, many other experts on agriculture, and a number of path-breaking field experiments on water harvesting and watershed development, have concretely suggested ways and means to solve the burning problems of chronic drought, flood and to set up a system of scientific and socially equitable water management within a definite time-frame. What is required is a powerful mass movement against vested interests in order to achieve the same.

Rainwater harvesting by collection and storage of rainwater from roofs or other suitable catchments can solve the problem of water crisis in dry period. Recycled water from former wastewater (sewage) that has been treated and purified for reuse can be used for agricultural and industrial purposes. Transvasement or building canals and redirecting rivers as massive attempts at irrigation in drought-prone areas is another means of solution.

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TEACHING LEARNING HISTORY IN THE 21ST CENTURY CLASSROOMS

Prarthita Biswas
Assistant Professor, Pailan College of Education, Kolkata, West Bengal

The Present Scenario of Teaching History

The present history education cannot provide functional understanding of principles, attitudes, appreciations as well as interests. Moreover, habits of reading history and learning about the past has taken a backseat in the present world of gadgets and hence these habits are not developed in the children which are not essential for being a normal citizen of the society or the country. In the field of evaluation this insufficiency causes difficulties to access the students in a befitting way. The test items generally developed in schools are not objective based. Naturally they cannot estimate the deficiencies or the proficiencies of students in respective content areas. The global tests that are generally used in the school are not able to assess properly the outcomes of students' achievement. For proper evaluation of the students in particular grade, a reliable, valid and objective type test in indispensable.If the achievement of the students in history are analysed, it will be revealed that the outcomes of history education are far from satisfactory. Lack of proper instructions, quality of teachers, equipments, fieldwork, project work in history are no doubt the causes of low achievement of the students in History.

Benefits of Using ICT in Education

Information technology has played a vital role in revolutionizing the whole concept of education.All concerned with education today are attempting to adopt information technology to modernize teaching and learning. The systematic application of attaining the practical goal that is improving efficiency to teaching and learning. It improves the efficiency of educational system by increasing the rate, depth precision and value of learning. It has also helped to understand the learner's Psychology and evolve suitable techniques of teaching and evaluation. It has been found repeatedly by teachers and students that use of technology increases students motivation to learn. They become more receptive and remain engaged throughout the learning process students are highly motivated when they are taught through computer. They stay on task for longer period have fewer behavior problems and their persistence remains much greater than in traditional way of learning. Usage of technology also affects teachers in motivational level, classroom management content mastery etc. Technology makes classroom activities "feel" more real and relevant and students take these activities more seriously.

Need of ICT in Teaching History as a Subject

From many studies it was found that ICT is useful for effective teaching learning process of any subject. So, ICT is also useful in history subject. Any explanations by the use of the ICT become very easy. ICT has a potential to present instruction effectively through combination of graphics, text, colures, sound, 3D.The study of history is useful for building up the good and moral characters, developing the self-confidence and qualities of heart and hand which ultimately leads to the

sublimation of most natural human. As History is primarily a theoretical subject it becomes sometime monotonous to study but with the help of computers it is possible to make each concept clear to the learner. As computer make possible to use different types of graphics and pictures for making concept as simple as possible. It has colure, graphics, text, sound, animation, 3D pictures etc.

Making Teaching of History Easy and Interesting through Use of ICT

Usage of ICT in teaching and learning can be viewed in two aspects, namely the aspect of teaching by teachers and aspects of learning by students (Curriculum Development Centre 2001).Many suspect that ICT will revolutionize the world in the 21st century through changes in work methods, direct relationship between manufacturers and users, and access to a wealth of information resources. Aspects of education are also exposed to changes when students can access resources easily. History subjects undergo changes with the introduction of ICT in education. History teachers who are sensitive to the changes will encourage students to develop skills appropriate to the needs of the ICT world. In recent years become a common phenomenon in the classroom teaching using teaching aids. In the context of ICT education in schools that are commonly used tool is a Notebook or PC, LCD projector, LCD screen and speakers. To facilitate the delivery of instruction shown usually results in Microsoft Power Point Presentation, Open Office Presenter. Both the software is very easy to handle and can be inhaled videos, pictures and animation. This has helped teachers simplify teaching materials in the form of a very interesting (Intel Education 2007). Some trainers also use more advanced software such as the use of Macromedia Flash. This software is quite difficult to handle but can produce a very interesting slide animations.

In addition to providing materials to use slides, teachers also use the internet in teaching. For example, the teacher provides the materials and included in the historical site. Then students will be asked to make a reference on the website provided. Teachers also provide a useful web links as part of the reference material. For this purpose, history teachers should understand the basic needs of the history learning. Teachers also must understand the basic knowledge of history and understand the needs of historical sources. Teachers should be able to help students deal with the evidence, causes and consequences of change in history. For example, some terms such as 'democracy', 'help', and 'race', determined by historical factors and vary its usage according to the place (Joke van der Leeuw-Roord, 1998).

Available resources can help students construct own narrative. They need to understand the narrative to construct their own understanding of the past from different perspective (Joke van der Leeuw-Roord,1998). This situation may be acceptable in the history of the education system in America and Europe, but the situation in India may take some time before this method can be successfully done. One of the skills that can be applied here is the source of critical thinking, ICT and the material itself. ICT development will have an impact on the teaching of history. For example, the ability to access large volumes of data will take students to work independently. For that they need the skills of inquiry, analyze and construct arguments. To achieve this goal we must provide opportunities for students to analyze independently the past and usage of word processing software (MS Word or Text) to write the answer to the questions raised. Exposure to the Internet without the user can cause a loss of students in searching. Thus teachers can also use other methods of carrying out discussions on the internet. Discussions may be conducted through user groups at www.google.com or

www.gmail.com. For the authors the most appropriate method is via a discussion board that is dedicated to the purpose of discussion. Among the most widely used internet for discussion and is the in vision Power Board.

Trainers can act as moderator and include reading materials, Internet links and download materials at the forum (Curriculum Development Centre 2008). Students can do the discussion and sharing of all the materials obtained by discovery on the Internet.

E-Learning Program for Teaching History

Articulate Presenter, available at www.articulate.com, is an excellent program if an instructor wants to make a lot of information available to students. Instructors can add audio narration to an Articulate presentation with the aid of a microphone. Articulate reduces the size of the presentation so that it downloads faster and adds interactivity to a standard PowerPoint presentation. There is a list of slides in the Articulate navigation panel that makes it possible for students to move around the presentation. In addition, if students are unable to watch a presentation in one sitting, Articulate will ask them when they return to the computer whether they want to recommence the presentation where they left off.

SitePal, at www.sitepal.com, is a speaking avatar platform that allows users to deploy virtual instructors to enliven course announcements. Tegrity Campus 2.0, available from www.tegrity.com, allows the instructor to capture screen activity. With just a computer and a microphone, the instructor can record his or her own voice and demonstrate a concept or activity on the computer screen.

Conclusion

The advanced information technology has revolutionized almost all parts of human life and field of education is no exception. This attempt to use the modern technology for analyzing the ancient works will be helpful to the scholastic community as a whole in learning. It also useful for teachers is teaching in schools because through use of ICT students can learn History with more interest. Because teachers are using pictures, colures, animations etc in teaching content. In 21st century students are more comfortable with technology. It makes History teaching more useful for present era which in turns will make the understanding and interpreting historical texts effectively and with more efficiency. It can also be used as supporting systems for research.

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PERSONAL PROBLEMS OF RESIDENTIAL SCHOOL STUDENTS SEEKING GUIDANCE – A CRITICAL ANALYSIS

Dr. Chetna Thapa
TGT, Department of School Education, Dehradun, Uttarakhand

Abstract

The students' life is getting complex day by day. Students in the twenty- first century have been facing many perplex and difficult situations i.e. adjustment with peers, curricular choices etc. Adolescence, a phase of dynamic and rapid changes, change in personality characteristics, changes in nature of relationships, mounting concern with social, political and personal values and developing a sense of personal identity. They undergo noticeable changes in attitudes and behavior due to the changes in them. They have memories related to home or families thus have different feelings than the others. A feeling of incompetence and insecurity leading to poor self concept and self esteem are largely growing. An adolescent may seek guidance from his parents, family members whenever required. But when an individual is studying in residential school, to whom should he seek guidance to problems arisen? Banasthali Vidyapith is a residential institution where students who differ in many aspects reside together. Differences may be because students come from different states, their mother tongue is different, their living style, eating habits etc. also differ. Hence because of differences many problems might be generated among the students. Guidance is needed whenever there are problems. Individuals may make attempts to resolve the problems all by themselves. They may seek help of peer group, teachers and wardens too. While there is an opportunity to seek help from the Guidance Programme under the Faculty of Education, Banasthali Vidyapith. When the researcher came to know about the Guidance programme of Faculty of Education, Banasthali Vidyapith and where the school students are free to express any problem. An urge to know the problems which the residential students face, has made the researcher undertake this study. Since due to individual differences a problem may not be anything to one individual but to the other it may mean everything. It can be said that every problem may be specific to an individual. Thus the present study is an attempt to find out the kinds of personal problems of residential school students who are seeking guidance. These problems are being put up by the students under an open programme (without having any boundation on the kind and nature of the problem). Since the problems of the adolescents need careful study not only because they are important in day to day behaviour but also because they deeply affect their overall development. So it becomes imperative that all concerned should have a sound knowledge about the types of problems that often worry the adolescents. This research work will provide this valuable information about adolescents to those teachers and guidance workers who are ready to take up this huge responsibility. They will be able to recognize individual differences and dignity.

Key Words : *Personal problems, Residential School Students, Guidance.*

Man faces various problems while living in the society. Problems differ at every stage of growth. Adolescence is the most important period of human life. It has been described as an important era in the total life span. The word adolescence comes from the Greek word adolescere which means to grow to maturity. Adolescence, a phase of dynamic and rapid changes, change in personality characteristics, changes in nature of relationships, mounting concern with social, political and personal values and developing a sense of personal identity. According to [1]A.T. Jersild, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically." At this stage all these changes result into many problems. The raised problems must be provided suitable guidance timely. According to [2]Skinner, "Guidance is a process of helping young person's learn to adjust to self, to others and to circumstances."

Thus the need for personal guidance arises. The main aim of personal guidance is to establish balance between the individual's mental, social and physical aspects. Personal guidance is meant to provide assistance in all problems which do not come within the purview of educational and vocational guidance. It includes personal psychological or emotional relationships which a person develops himself. Paterson has included social, emotional and leisure time guidance in personal guidance. In fact the problems regarding health, emotional adjustment, social adjustment and leisure and recreational problems are included in personal guidance for solution. Under social adjustment, an individual's economic problems are included. The aspects of the life's character and spiritual fields can also be included in the personal guidance. In other words, the problems which cannot be included in educational and vocational guidance, we can include them in personal guidance.

Human beings by nature tend to seek advice and assistance from others whenever they are confronted with a problem. When an individual is living with his family, whatever problem arises then remedial guidance is supposed to be provided by the family. But when an individual is studying in residential institutions he/she faces different circumstances every day. Surprisingly, these circumstances may be problematic to one individual and may be nothing to another.

Banasthali Vidyapith is a residential institution. In this institution students come from various states from all over India and abroad. The students differ from each other in many aspects. These differences results into generation of many problems. The problems that arise are solved by the individual herself. She may seek the help of peer group, teachers, and wardens. There is an opportunity to seek help from the Guidance Programme under the Faculty of Education. Banasthali Vidyapith is running pre-service teacher education programme (B.Ed) under the Faculty of Education. It has included Guidance and counselling as an area of specialization both at M.Ed. as well as B.Ed. level. Practical component of the Educational Guidance and counselling at B.Ed. level includes guidance activities for school students of Banasthali Vidyapith. In order to develop competency in pupil teachers there is an opportunity for them to gain practical experience by guiding the school students. A guidance programme is carried out where an attempt is made to fulfill the guidance requirements of school students. The programme is open for all kinds of problems which the school students are facing. The school students are not bounded to disclose their identity (eg. name, class). A question box is set up at the Faculty of Education. They can easily write their problems in the form of

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[1]   Chauhan, S.S. (1982); Principles and Techniques of Guidance; Vikas Publishing House Pvt. Ltd.; Delhi, P. 1

[2]   Oberoi, S.C. (2000); Educational, Vocational Guidance and Counselling; International Publishing House; Loyal Book Depot. Meerut; P. 3

questions. These questions are collected in the question box. The pupil teachers provide remedial solutions to the problems raised after referring it to various resources such as peer group, teachers and media. The remedial solutions are displayed at Guidance corner.

Several research studies have been conducted on guidance services which includes Kamat, V.[3] (1985); Improvement of self concept through personal Guidance; PVDT College of Education for women, Bombay (SIE, Pune Financed). The objective of the study were to measure self concept of remand home boys and to give them coaching in two school subjects; viz; science and mathematics, to improve their academic achievement. And then to find out the difference if any, in the self concept of those boys. The case study method and experimental method were adopted. The sample included 14 boys from a remand home in Bombay. Questionnaires, interviews, observation, personal guidance and records were the tools for the study. A self concept inventory prepared by Jogawar (1975) was administered to the subjects, for study of self concept the pretest post test design of experiment was used. The subjects were coached for 3 months at the initial stage. The t-test was used for analysis of data. The findings were that there was significant improvement in achievement of students because of coaching. Thus concluded that self concept could be improved through improvement in academic achievement.

Dua, Pratibha[4] (1990); Changes in academic self concept through group counselling and its effects on school, related behaviour, Ph.D., Psy. Uni. of Lucknow. Objectives of the study were to improve the academic self concept (ASC) of low ASC children and also to see its effects on achievement and school adjustment. The pre and post tests double group experimental design was used in this study. The initial sample consisted of 204 students drawn from class IX of Govt. Boys and Govt. Girls Secondary Schools of Kalkaji, New Delhi. Experimental group consisted of 60 students (32 boys and 28 girls) who scored below the 50th percentile on anxiety dimensions and control group of 30 students each (16 boys and 14 girls) was choosen. Tools used included Hindi Adaptation of Dimensions of self concept (DOSC), the Standard Progressive Matrices, the Social Adjustment Inventory and school terminal examination marks. Median, Semi inter quartile range, Mann-Whitney 'U' test and chi square were used for the analysis. Group counselling was found to be an effective method for changing the ASC of low ASC student, resulted in improvement in school adjustment (greater in girls) and school achievement levels (greater in case of boys).

Kaur, Sawarnjit[5] (1992); Evaluation of guidance services in the high/higher secondary schools of Punjab and Chandigarh; Ph.D., Edu. Punjab Uni. The objectives of the study were to make a global evaluation of guidance programmes in general and a service wise evaluation covering the major services in Punjab and Chandigarh. The sample included 1334 students from 59 schools from Punjab and Chandigarh, 56 guidance workers , 59 each of educational administrators and teachers, 9 District Assistant Guidance Counsellors, 8 Assistant Employment officers and 118 parents of pupils. The tools used included questionnaires, interview schedules and check list made by the investigator.

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[3] Kamat, V. (1985); Improvement of self concept through personal Guidance; Publication NCERT; Fourth Survey of Research in Education, Vol.-1, Year 1983-88; Pg.-534

[4] Dua, Pratibha (1990); Changes in academic self concept through group counselling and its effects on school, related behaviour; Publication NCERT; Fifth survey of Research in Education, Vol.-II, Year 1988-92, Pg. 1082

[5] Kaur, Sawarnjit (1992); Evaluation of guidance services in the high / higher secondary schools of Punjab and Chandigarh; Publication NCERT; Fifth survey of Research in Education, Vol.-II, Year 1988-92; pg.-1084

Frequencies, percentages and significance of difference between percentages were used for analysing the data. Major findings were that guidance and counselling services were not a regular feature in most of the schools, except for high/higher secondary classes. Help extended in educational area, neglection of personal and vocational areas. No marked difference in the evaluation of guidance programme in general and specific. Hindrances in effective implementation were lack of financial support, provision for full time counsellors, lack of awareness on the part of parents and students and professionally ill equipped guidance workers.

Bhatnagar, A.[6] (1972); A study of the effect of individual counselling on the achievement of bright underachievers, NCERT, New Delhi. The objective of the study was to study the effect of individual counselling on the achievement of bright underachievers and to identify some of the probable factors associated with underachievement of the bright pupils. The sample was drawn from one school in New Delhi. Twenty bright underachieving pupils were selected from classes VII, VIII, IX, X and XI for the study. (Bright underachievers were identified with the help of three group tests of intelligence, viz; verbal reasoning (DAT), Abstract Reasoning (DAT) and the Nafde's non-verbal test of intelligence). The Stanford Beret test of intelligence was administered to each of the twenty students to confirm the ability level. Three or four sessions of counselling was held. Pre and post counselling examination marks were converted into stanine grades and the Wilcoxon matched pairs signed ranks test was applied to see the significance of difference in pre and post counselling achievement marks. The results revealed that there was an improvement in the achievement of the pupils who had been given individual counselling and some non cognitive factors such as psychological, physical, familial, educational factors emerged as factors associated with the underachievement of the bright pupils.

Several other researches including the above covered areas like investigating into the educational vocational and personal problems of students through guidance programme. Attempts were made to explore guidance needs of children (living in destitute homes; schedule caste students; students studying in Navodaya and Govt. Schools; Pupils of secondary and higher secondary schools, both co-educational and girls/boys schools.For the above researches tools (questionnaire, checklist, schedules etc.) have been developed to collect the data. The researches have confined themselves to the questions that have been put up on their tools but no attempt has been made to explore the actual guidance needs of the students. Thus studies on the problems which the students have themselves put forward in a guidance programme are found negligible. Hence the present research is an attempt to work in this respected area.

Rationale of the Study

Future of every country lays whole solely on the shoulders of the new generation. But if the new generation is itself undergoing pressures and is facing problems it will affect their overall development and further will hamper the nation's progress as well. An individual seeks guidance from his parents, family members whenever required. But when an individual is studying in residential school, to whom should he seek guidance to problems arisen?

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[6] Bhatnagar, A. (1972); A study of the effect of individual counselling on the achievement of bright underachievers, publication NCERT; Second survey of Educational Research - Year 1972-1978; P. 216

Banasthali Vidyapith is a residential institution where students who differ in many aspects reside together. Differences may be because students come from different states, their mother tongue is different, and their living style, eating habits etc. also differ. Hence because of differences many problems might be generated among the students. Individuals may make attempts to resolve the problems all by themselves. They may seek help of peer group, teachers and wardens too. While there is an opportunity to seek help from the Guidance Programme under the Faculty of Education, Banasthali Vidyapith.

When the researcher came to know about the Guidance programme of Faculty of Education, Banasthali Vidyapith, where the school students are free to express any problem. An urge to know the problems which the residential students face, has made the researcher undertake this study. Since due to individual differences a problem may not be anything to one individual but to the other it may mean everything. It can be said that every problem may be specific to an individual. Thus the present study is an attempt to find out the kinds of personal problems of residential school students who are seeking guidance. These problems are being put up by the students under an open programme (without having any boundation on the kind and nature of the problem). Since the problems of the adolescents need careful study not only because they are important in day to day behaviour but also because they deeply affect their overall development. So it becomes imperative that all concerned should have a sound knowledge about the types of problems that often worry the adolescents. This research work will provide this valuable information about adolescents to those teachers and guidance workers who are ready to take up this huge responsibility. They will be able to help individuals in his/her physical, emotional, social and spiritual development.

Research Questions
i)   What are the various kinds of the raised personal problems?
ii) What kind of personal problems are mostly faced by the school students?

Objectives
To analyse the personal problems of residential school students seeking guidance according to kinds of problem.

Operational Definition
Residential School Students : In the present study the term residential school students refer to the students who were studying in Senior Secondary School (Sharda Mandir), Banasthali Vidyapith during year 2002-2003 and year 2004-2005.

Hypothesis
Personal problems of the students seeking guidance vary in kind.

Method of Study
Qualitative method of analysis is used in the study.

Population

The population of the study includes the students of Senior Secondary School, Banasthali Vidyapith.

Sample

Through convenient sampling the data had been collected. The sample includes the questions raised by the students of Senior Secondary School, Banasthali Vidyapith, seeking guidance during the year 2002-03 and 2004-05.

Sources of Data

The sources were the records of the questions raised by the students seeking guidance during year 2002-03 and 2004-05. These records were maintained in the faculty of Education, Banasthali Vidyapith.

Nature of Data

The data collected was qualitative in nature.

Finding of the Study

The following are the findings of the study.

Personal problems identified were problems related to self consciousness, knowing self, health problems, problems of social adjustment, laziness in daily routines, home sickness, emotions regarding relations, fear of unknown, emotional imbalance, inferiority complex, feeling of loneliness, lack of confidence , and miscellaneous problems (related to any phenomenon) etc. The table below shows the frequency of the kinds of personal problems raised in the two years i.e. 2002-2003 and 2004-2005.

Table 1. Frequency Distribution of Personal (P) Problems of Residential School Students

S.N.	Sub Areas	Frequency		
		2002-2003	**2004-2005**	**Total**
P_1	Self consciousness	32	11	43
P_2	Knowing self	01	02	03
P_3	Health problem	04	-	04
P_4	Problems of social adjustment	09	02	11
P_5	Laziness (in daily routine etc.)	05	02	07
P_6	Home sickness	02	02	04
P_7	Emotions regarding relations	04	-	04
P_8	Fear of unknown	01	01	02
P_9	Emotional imbalance	05	-	05
P_{10}	Inferiority complex	03	01	04
P_{11}	Feeling of loneliness	01	01	02
P_{12}	Lack of confidence	-	02	02
P_{13}	Miscellaneous	06	01	07
	Total	**73**	**25**	**98**

Most of the students are self conscious (towards height, weight, fairness etc.). Adolescents undergo such drastic physical changes that affect the individuals' identity. Hence such problems arise among them. Adolescents undergoing the physical changes fail to understand who they are, neither a child nor an adult. Hence guidance is sought thereafter for knowing self. Students face health problems for which guidance is sought.

Residential students differ from each other usually because they come from different states, have different background, nature differs hence usually face problems of social adjustment, moreover in hostels seniors and juniors both live together hence problems arise when something doesn't go their way, hence guidance is sought in this regard.

Laziness (in daily routine etc.) is observed among students which affects their studies hence guidance in this regard is being sought by students. Residential students usually face problems of home sickness. Students are unaware of relationships like marriages, friendship with other sex, hence queries in this regard in form of emotions regarding relationship develops among them. Students have fear of unknown and hence queries about it develop.

Students are found emotionally imbalanced. Reasons are numerous but few identified are firstly, due to failures they receive in academics or non academic activities. Secondly, due to unfulfillment of expected outcome in academic or non academic activities. Hence seek guidance in this regard. Students often develop inferiority complex when they are not in accordance to their group members. Hence guidance is sought. Residential school students face problems of loneliness mainly due to non acceptance by peer group, problems in social acceptance, home sickness etc. hence seek guidance in this regard.

Guidance for the development of confidence is being sought by the students because they themselves realise that due to lack of confidence they fail to do a thing which they can easily do.Students often during the adolescence age develop analytical thinking capacity, thus raise queries regarding the phenomenon they observe.

Educational Implications

1) The present study will help teachers in –
- identifying students' problems. They will be able to assist the individual in understanding himself/herself.
- motivating their students to raise their problems in front of them (teachers). Further it will also help them to be willing in answering the queries of their students regardless of their course content.
- developing a harmonious relationship with their students, by this teachers will be able to give information about adolescence period, the changes (physical, emotional etc.) without any hesitation. So that problems related to adolescence can be reduced.

2) This study will help school management in –
- arranging guidance services for the various kinds of problems which the students face.
- understanding the students and thereby creating a warm- welcome atmosphere in school where student can put their words before any school authority without any hesitation.
- making arrangements for guest lecturers, specialists according to student's problems.

3) **This study will help parents in –**
- understanding the problems of their wards and would help them in creating a harmonious relationship with their children.

4) **This study will help hostel wardens** in understanding the students and their problems. Especially in understanding the underlying reasons behind problems in social adjustment, home sickness so that necessary help and guidance could be provided to the students by the hostel wardens.

5) **The study would be helpful to the counsellors** in understanding the problems of the students. Even though students don't approach them due to hesitation, they would be able to identify the problems of students and provide timely needed guidance. They would be able to assist the individual with personal problems.

6) **The study would be useful to the students** since they would be able to understand their problems more deeply and thus self initiation to solve it would be encouraged.

7) **The teacher education training colleges** would be able to enrich their course content in Guidance and Counselling (the area of specialisation). As they would come to know about the actual problems of the residential school students.

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A FOCUS ON PWDV ACT 2OO5 AGAINST DOMESTIC VIOLENCE ON WOMEN

Nandita Basu
Associate Professor, Department of Philosophy, Hooghly Women's College
Hooghly, West Bengal, E-mail : nanditabasudutta@rediffmail.com

Abstract

In the 21ˢᵗ century Women are still oppressed by the male- dominated society. So it is necessary to discuss about the use and awareness of the Act of the Protection of Women from Domestic Violence. This paper informs the Government Law of the Protection to the Women of the society. The role of protection officer, service-provider, and magistrate has also mentioned.On the other hand it is essential to awake humanism through Holistic education to change the outlook of the mankind. Equally, to check the problem of domestic violence against women, it is imperative that women must be morally strong or empowered through the education and spirituality. Society must be believed that women have been gifted by the god.

Key Words : *PWDV Act, Domestic violence, Women, Aggrieved person, Protection officer, Service provider, Magistrate, Police station, Government, Spirituality.*

"The best thermometers to the progress of a nation is its treatment of its women"
– Swami Vivekananda (Sept., 1893)

The women's rights are nationally accepted to uplift women through socio – economic and educational opportunities to fulfill the constitutional goal of equality and social justice. There is an intimate relationship between any violence against women and violation of human rights. Domestic violence is undoubtedly a human rights issue and serious deterrent to development.

In our present society, there has been tremendous progress in science and technology. There is all round development. In spite of all these progress there is crimes, sex-offences and various kinds of domestic violence. Women in fact, had the worst deal at the hands of society. This is the paradox of modernity. Through daily newspaper and electronic media we come to know huge incident regarding various types of women torture.

According to the survey of the population of the world, it is euphemistically referred to woman as the "Better half of Men". A woman becomes may be a wife, mother, and unpaid worker in the household. But when she is old then disregarded, when she is widowed she becomes a center of inhuman game for all. No doubt the reason is far to seek, lack of education, emotional dependence, deep rooted false notions, and a tendency to promote male dominance make women submissive and slavish. For centuries in the past, women have been assigned a low and undignified status in comparison to that of men. She becomes a victim of oppression and atrocities not only in India, but all over the world. It is considered that women as a weaker sex, in a result undue advantage has been
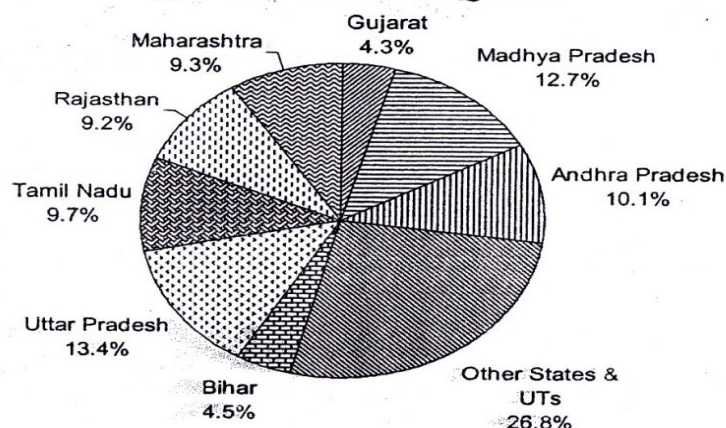
taken of their helplessness. It is a great wonder, how long the society can forget that women too, like men have hearts and emotions of their own and they are also a human beings.

Understanding the urgent need for the protection of women from domestic violence, a Bill have been passed by the LOK- SABHA on 24th August, 2005 and by the RAJYA-SABHA on 29th August, 2005. This Bill received the assent of the President of India on 13th se3ptember, 2005 and come on the Statute book as "The Protection of Women from Domestic Violence, Act 2005, (43 of 2005). It extends to the whole of India expect the State of Jammu and Kashmir.

However, it is important to explain the meaning and expansion of Domestic Violence. The term "violence against women" following the declaration of UN Commission on the Status of Women (1993), is usually defined as "any act of gender-based violence that results in or is likely to result in, Physical, sexual or psychological harm or suffering to women, including threats such as acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life". According to WHO's world report on Violence and Health, one person dies every minutes somewhere in the world due to interpersonal violence. In fact Domestic violence is a term that refers to harassment and violence that causes mental and physical inquiry or even drives a woman to commit suicide is on the rise. Statistics from the crime records Bureau of the Union Home Ministry has revealed that of 1.35lacs cases of crimes committed against women every year almost 37% are cases of Domestic Violence. And these are just reported cases. In countries like India many deaths are concealed as accidents or attributed to natural or unknown cases. It is suspected that many deaths of women recorded has 'accidental burn', were actually number of incidents. This Act extends to the area of protection of women who are victims of violence of any kind occurring within the family. This Act commenced from26.10 2006, vide S.O. 1776(e), dated 17th October 2006, Published in the Gazette of India*(1).

At a glance State-wise percentage of total crimes committed against women from 2000 onwards*(2) –

Chart – 1

State-wise Percentage Contribution to Total Crimes Committed against Women during 2000

Gujarat 4.3%
Maharashtra 9.3%
Madhya Pradesh 12.7%
Rajasthan 9.2%
Andhra Pradesh 10.1%
Tamil Nadu 9.7%
Uttar Pradesh 13.4%
Other States & UTs 26.8%
Bihar 4.5%

Now it is important to highlights the area of implementation of The Protection of Women From Domestic Violence Act, 2005 (PWDV Act) :

1. Harms or Injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the aggrieved person or tends to do so and includes causing physical abuse, sexual abuse, verbal and emotional abuse and economic abuse; or

2. Harasses, harms, injures or endangers the aggrieved person with a view to coerce her or any other person related to her to meet any unlawful demand for any dowry or other property or valuable security: or

3. Has the effect of threatening the aggrieved person or any person related to the women by any misbehaved conduct ; or

4. Otherwise injuries or causes harm, whether physical or mental, to the aggrieved person.

Explanation :

For the purpose of this section, ---

(i) "Physical abuse" means any act or conduct which is of such a nature as to cause bodily pain, harm, or danger to life, limb, or health or impair the health or development of the aggrieved person and includes assault, criminal intimidation and criminal force;

(ii) "sexual" includes any conduct of a sexual nature that abuses, humiliates, degrades or otherwise violates the dignity of woman:

(iii) "verbal and emotional abuse" includes-

    a) Insults, ridicule, humiliation, name calling and insults or ridicule specially with regard to not having a child or a male child ; and

    b) Repeated threats to cause physical pain to any person in whom the aggrieved person is in6erested.

(iv) "economic abuse" includes-

    a) Deprivation of all or any economic or financial resources to which the aggrieved person is entitled under any law or custom whether the aggrieved person is entitled under any law or custom whether payable under an order of a court or otherwise or which he aggrieved person requires out of necessity including, but not limited to, household necessities for the aggrieved person and her children, if any stridhan, property, jointly or separately owned by the aggrieved person, payment of rental related to the shared household and maintenance;

    b) Disposal of household effects, any alienation of assets whether movable or immovable valuables, shares, securities, bonds and the like or other property in which the aggrieved person has an interest or is entitled to use by virtue of the domestic relationship or which may be reasonable required by the aggrieved

    c) person or her children or her stridhan(ornaments or valuable things) or any other property jointly or separately held by the aggrieved person and

    d) Prohibition or restriction to continued access to resources or facilities which the aggrieved person is entitled to use or enjoy by virtue of the domestic relationship including access to the shared household.

The above discussion explains the expression "domestic violence". Any act of the respondent shall amount to domestic violence in certain circumstances. It includes causing physical abuse, sexual

abuse, verbal and emotional or economic abuse which are also explained in the section.

It is also important to provide the information regarding powers and duties of protection officers, and service providers etc. It means any person who has reason to believe that an act of domestic violence has been, or is being, or is likely to be committed, may give information about it to the concerned Protection officer. It also lays down that the person who is providing the information in good faith shall be exempt from any civil or criminal liability for giving such information. For the awareness of the aggrieved person it is essential to describe the duties of such persons.

At first it is important to discuss the duties of Police officers, Service providers and Magistrate. A police officer, Protection Officer, Service Provider or Magistrate who has received a complaint of domestic violence or is otherwise present at the place of an incident of domestic violence or when the incident of domestic violence is reported to him, shall inform the aggrieved person –

a) of her right to make an application for obtaining a relief by way of a protection order, an order for monetary relief, a custody order, a residence order, a compensation order or more than one such order under this act,
b) of the availability of services of service providers,
c) of the availability of services of the protection officers,
d) of her right to free legal services under the Legal Services Authorities Act, 1987 (39 0f 1987),
e) of her right to file a complaint under section 498A of the Indian Penal Code (45 of 1860) wherever is relevant :

This discussion lays down the duties of a police officer, service- provider, magistrate and he protection officer to inform the aggrieved Person of her right to make an application for one or more reliefs under the Act. With the help of service providers and Protection officers the aggrieved person can avail legal services under the legal Services Authorities Act, 1987 and her right to file a complaint under section 498A of the Indian Penal Code, wherever relevant.

Secondly, the duties exactly Protection Officers have to do –

a) to assist the Magistrate in the discharge of his functions under this act,
b) to make a domestic incident report to the Magistrate in such form and in and in such manner as may be prescribed, upon receipt of a domestic violence complain and forwarded to the police officer in charge to the police station within the local limits of whose jurisdiction domestic violence is alleged o have been committed and to the service providers in that area,
c) to make an application in such form and n such manner as may be prescribed to the Magistrate if the aggrieved person so desires, claiming relief for issuance of a protection order,
d) to ensure that the aggrieved person is provided legal aid under the Legal Service Authorities Act, 39 of 1987 and make available free of cost the prescribed form in which a complaint is to be made,
e) to maintain a list of all service providers providing legal aid or counseling, shelter homes and medical facilities in a local area within the jurisdiction of the Magistrate,
f) to make a safe shelter home, if the aggrieved person so requires and forward a copy in a shelter home to the police station and the magistrate having jurisdiction in the area where the shelter home is situated,

g) to get the aggrieved person medically examined, if she has sustained bodily injuries and forwarded a copy of the medical report to the police station and the Magistrate having jurisdiction in the area where the domestic violence is alleged to have taken place,

h) to ensure that the order for monetary relief under section 20 is compiled with and executed, in accordance with the procedure under the Code of Criminal Procedure,1973(2 of 1974),

i) to perform such other duties as may be prescribed.

The protection officer shall be under the control and supervision of the Magistrate, and shall perform the duties imposed on him by the Magistrate and the government under this Act.

Thirdly, it is also necessary to discuss the role and duties of Service Providers.

Service Providers are voluntary association registered under the societies Registration Act, 21 of 1860. Again company registered under the Companies Act, 1of 1956 or any other law for the time being in force with the objective of protecting the rights and interests of women by any lawful means including providing of legal aid, medical, financial or other assistance shall register itself with the State Government as a service provider for the purpose of this Act.

A registered service provider shall have the power to-

a) record the domestic violence incident report in the prescribed form. If the aggrieved person desires then forward a copy thereof to the Magistrate and the Protection officer having jurisdiction in the area where the domestic violence took place.

b) get the aggrieved person medically examined and forward a copy of the medical report to the protection officer and the police station within the local limits of which the domestic violence took place.

Ensure that the aggrieved person is provided shelter in a shelter home, if she so requires and forward a report of the lodging of the aggrieved person in the shelter home to the police station within the local limits of which the domestic violence took place. This discussion further provides immunity to the service provider or any member of the service provider for anything done or intended to be one in good faith under the Act, from any suit, prosecution or other legal proceeding.

Lastly, duties of Government is important to mention –

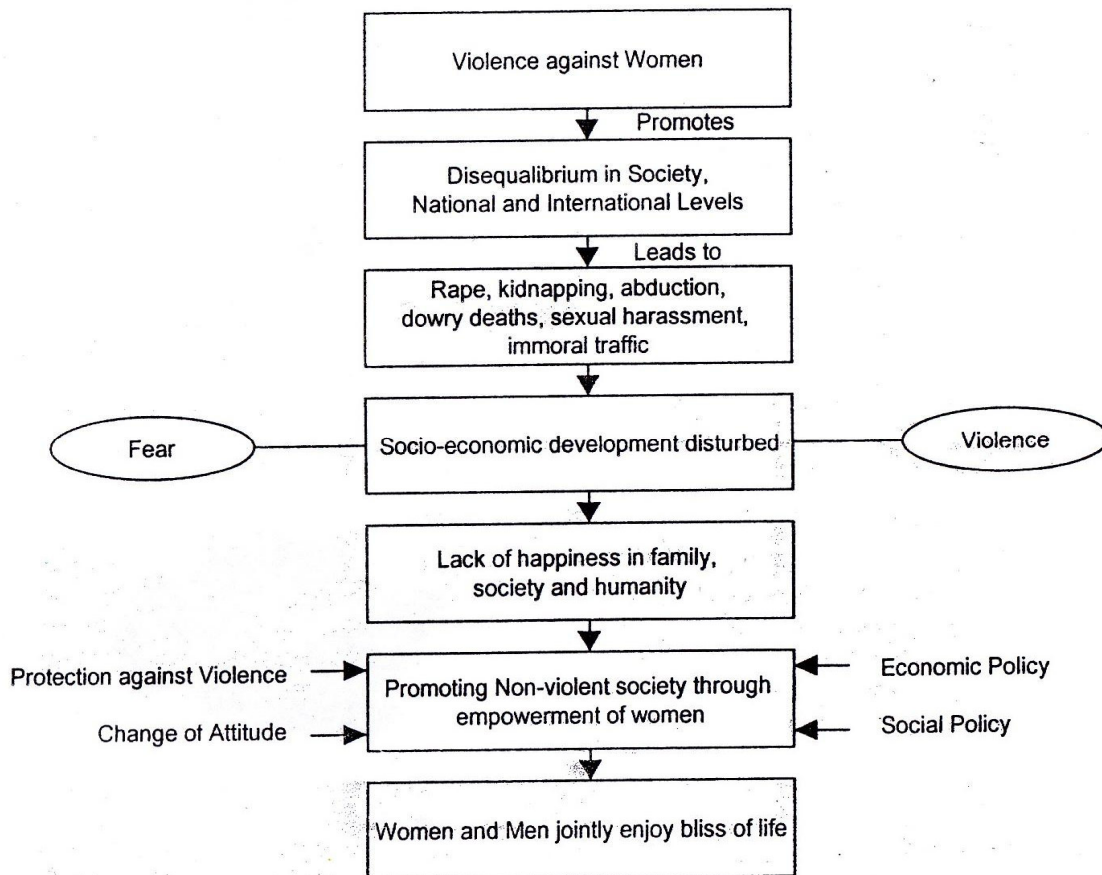The Central Government and every State Government shall take all steps to ensure that-

a) the provisions of this Act are given wide publicity through public media including the television, radio and the print media at regular basis,

b) the Central Government and the State Government officers including the police officer and the members of the judicial services are given periodic sensitization and awareness training on the issues addressed by this Act,

c) effective co-ordination between the services provided by the concerned Ministries and Departments dealing with law, home affairs including law and order, health and human resources to address issues of domestic violence is established and periodical review of the same is conducted,

d) protocols for the various Ministries concerned with the delivery of services to women this Act including the courts are prepared and put in place.

So where the domestic violence occurs there according to the protocols for the ministries and the courts concerned will deliver the services to women under the provisions of the Act*(3).

In ultimate analysis it is clear that any woman can obtain the procedures for the relief of any kind of domestic violence. The problem of violence against women has its roots in socio-economic order that is heavily biased against women The Supreme Court has expressed its serious concern about the violence against women. Another point is, this is impossible to implement political and economic reforms in every case. I think Humanism will blossom only when people realize the fact that we are basically one and united with the soul and source. So the Spiritual path is the only right and sure way to change the behavior of the mankind by long-term plan.

This chart shows the types of domestic violence and attainment the bliss of life.

Chart – 2

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              ┌──────────────────────────────┐
              │    Violence against Women    │
              └──────────────────────────────┘
                           │ Promotes
                           ▼
              ┌──────────────────────────────┐
              │  Disequalibrium in Society,   │
              │ National and International Levels │
              └──────────────────────────────┘
                           │ Leads to
                           ▼
              ┌──────────────────────────────┐
              │ Rape, kidnapping, abduction,  │
              │ dowry deaths, sexual harassment, │
              │        immoral traffic        │
              └──────────────────────────────┘
                           │
                           ▼
   ⬭ Fear ──── ┌──────────────────────────────┐ ──── ⬭ Violence
              │ Socio-economic development disturbed │
              └──────────────────────────────┘
                           │
                           ▼
              ┌──────────────────────────────┐
              │   Lack of happiness in family, │
              │     society and humanity       │
              └──────────────────────────────┘
                           │
                           ▼
Protection against Violence ──►┌──────────────────────────┐◄── Economic Policy
                               │ Promoting Non-violent society through │
Change of Attitude ──►         │    empowerment of women   │◄── Social Policy
                               └──────────────────────────┘
                           │
                           ▼
              ┌──────────────────────────────┐
              │ Women and Men jointly enjoy bliss of life │
              └──────────────────────────────┘
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Mahatma Gandhi strongly feels that, *"If the women of Asia wake up, they will dazzle the world. My experiment in non-violence would be instantly successful if I could secure women's help".*

End Notes

*1.Gazette of India 2006

*2 Sensitization Training reading materials. Page no-102

*3. The Acts are mentioned from UNIVERSAL'S The Protection of Women from Domestic Violence Act, 2005. (Law Publishing Co. pvt. Ltd) Delhi. Page no- 5 to 10

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E-GOVERNANCE IN JAMMU AND KASHMIR

Dr. Ramana Maram
Post Doctoral Fellow, Department of Political Science, Osmania University, Andhra Pradesh
Email : ramanaegovernance@gmail.com

Dr.Virender Koundal
Assistant Professor, Department of Economics, University of Jammu, Jammu & Kashmir

Introduction

E-Governance is the use of information and communication technology to promote more efficient and effective government, facilitate more accessible government services, allow greater public access to information and make government more accountable to citizens. It involves new styles of leadership, new ways of debating and deciding policy and investment, new ways of accessing education, new ways of listening citizens and new ways of organizing and delivering information and service (Baweja, 2005).

E-governance is basically delivery of government services and information to the citizens using electronic means. E-governance involves computerization of services to be provided to the citizens. Another aspect of the E-governance is computerization of government documents, records and various reports (Lokhande, 2004).

Defining E-Governance

"E-Governance" refers to the use by government agencies of information technologies (such as Wide Area Networks, the Internet, and mobile computing) that have the ability to transform relations with citizens, businesses, and other arms of government. These technologies can serve a variety of different ends: better delivery of government services to citizens, improved interactions with business and industry, citizen empowerment through access to information, or more efficient government management. The resulting benefits can be less corruption, increased transparency, greater convenience, revenue growth, and/or cost reductions (World Bank, 2008).

Before E-Governance

Traditionally, the interaction between a citizen or business and a government agency took place in a government office where they were facing many hurdles for availing various services from government. Firstly, many times there is not much awareness of the many government services that are available to them and secondly, they may not aware of the process for availing these government services. Additionally with large distances and poor infrastructure it is also a challenge for citizen to reach far off government offices and make requests for delivery of these services (Chawla and Mukerji, 2007). With emerging information and communication technologies it is possible to locate service centers closer to the clients and also making the delivery of government services speedier more efficient and transparent. Further e-governance programs can also improve the quality of

internal government process and thereby empowering the government servants to provide better quality services to the citizens.

E-Governance in Jammu and Kashmir

The Government of India kick started the use of IT in the government in the right earnest by launching number of initiatives. First the Government approved the National E-Governance Action plan for implementation during the year 2003-2007.

The Government of Jammu and Kashmir (J& K) has set up an exclusive E-Governance Agency called the Jammu and Kashmir E-Governance Agency (JaKeGA), with an empowered Board of Governors, headed by the State Chief Secretary. JaKeGA registered as a Society under the Societies Registration Act on January 14, 2009, is supposed to provide with the much-needed flexibility to implement IT (Information Technology) related projects throughout the State.

E-governance vision of the J&K state is "delivery of services at the doorsteps of common man at an affordable cost by using information & technology in the process of government functioning to bring about simple, moral, accountable, responsive & transparent (SMART) governance" (www.jkeg.org).

The main objective of the e-governance vision and strategy are mentioned below which are in line with the e-governance and good governance agenda of the state.

1. Harnessing the power of information technology to provide efficient, effective and transparent services to the citizens of the state
2. IT should be used for empowering the rural people
3. IT should be used to provide more employment opportunities to the educated youths of the state.

No doubt, the government of J&K has taken couple of e-governance initiatives in the state to bring transparency, efficiency and accountability in the system. Though the state is lagging behind most of the states in terms of implementation of large scale initiatives effecting couple of department together, but the government has taken a very proactive step to taken the state forward with the progressive states

E-Governance in Jammu & Kashmir State and Priority Areas

The state government plans to prepare both short term as well as long-term plans for E Governance as well as development of IT in the State. These plans shall address the extent of computerization of its core activities, with special reference to Citizen Interface, need for hardware and software resources, manpower requirements and training of employees.

The government shall endeavor to computerize the process of governance, so that the citizens could file the documents required by the Government, electronically. Priority areas with maximum citizen interface will be taken up for E-Governance such as:

a) rural services such as land records, acquisition of land and registration of deeds,
b) police services Such as FIR registration,
c) Social services such as family pension, old age pension, etc.,
d) registration of licenses, ration cards, birth certificate, death certificate, caste/tribe certificate, driving license, etc.

e) Public Information/Utility such as employment exchange registration, employment opportunities, examination results, hospitals / beds availability, road transport time tables, Government notifications, Government schemes, etc.

f) agriculture /horticulture sector-providing the information about market rates in respect of identified commodities in important markets,

g) electronic filing of tax returns, state excise duty, house tax, property tax, road tax, etc.

h) e-governance relating to municipal functions and GIS applications for water supply, electricity, sewerage etc. in municipal areas.

Major E-governance Projects in the Jammu & Kashmir State
As it is mentioned, the E-governance project was initiated in 2009 by the Information Technology Department, as a consequence of national E-governance project. The three pillars of the project included going for State Wide Area Networking (SWAN), establishment of Data Centres at the state level and also the rollout of about 1100 Common Service Centres in the state by 2010.

State Wide Area Networking (SWAN)
Wide Area Network is an advanced telecommunication infrastructure, which is used now-a-days extensively, for exchange of data and other types of information between two or more locations, separated by significant geographical distances. The medium of connectivity can be copper, optical fibre cable or wireless, as may be found feasible. Such wide area networks, in a way, create a highway for electronic transfer of information in the form of voice, video and data (www.jkit.nic.in)..

Data Centres at the State Level
State Data Centre (SDC) has been identified as one of the important element of the core infrastructure for supporting e-Governance initiatives of National E-Governance Plan (NeGP). Under NeGP, it is proposed to create State Data Centres for the States to consolidate services, applications and infrastructure to provide efficient electronic delivery of G2G, G2C and G2B services. These services can be rendered by the States through common delivery platform seamlessly supported by core Connectivity Infrastructure such as State Wide Area Network (SWAN) and Common Service Centre (CSC) connectivity extended up to village level (www.jkit.nic.in)..

Common Service Centres
The CSC is a strategic cornerstone of the National e-Governance Plan (NeGP), as part of its commitment in the National Common Minimum Programme to introduce e-governance on a massive scale. The CSCs would provide high quality and cost-effective video, voice and data content and services, in the areas of e-governance, education, health, telemedicine, entertainment as well as other private services. A highlight of the CSCs is that it will offer web-enabled e-governance services in rural areas, including application forms, certificates, and utility payments such as electricity, telephone and water bills (www.jkit.nic.in).

Benefits to Citizens

1. **Access to all requisite information :** E-Governance projects provide 24 hours, 7 days a week online access to government services to all the citizens.
2. **Blurring of the boundaries of government departments :** E-Governance projects ensure that the boundaries of government departments become blurred and to a large extent invisible.
3. **Reduction in end to end time :** The E-Governance projects can ensure that the citizens aspiring to contact a government office and wishing to get a services from it will have to undertake minimal physical visits.
4. **Adequate redress mechanism :** The E-Governance projects have an inbuilt grievance redressal mechanism. So, one does not have to locate or wait for the grievance redressal official, as is the practice in the conventional set-up.
5. **Reduction in transaction cost :** The e-governance projects ensure clarity and transparency in all transactions. They leave a trail of each transaction. So there is not much scope of fiddling with system or its undermining.
6. **Restoration of citizens' faith :** it involves participation of every citizen in the governance, thereby giving impetus to the democratize value and strengthening the belief of the people in the system.
7. **Removal of the middlemen :** E-governance cuts off the role of middlemen or broker. It purges the intermediaries who thrives on red-tapism, complex web of rules and laws, and networking, but of different type.

Benefits to the Government

1. **Improved productivity and services :** Decisions and follow up action can be traced and tracked leading to more accountability. Since the success can be gauged objectively,it will curb the heart burning or procrastinating habits among the officials. E-governance can lead to better utilization of time for productive work.
2. **Improving finances :** It can help in cost cutting , by curtailing the growth of excess manpower, deleting certain steps, simplifying the procedures an putting an end to duplication of efforts. There will be less establishment tasks, less file work and less decision taking steps.
3. **Cutting the flab :** E-Governance can help the government in synergizing the functions of its various departments, thereby effecting economy and reducing the wasteful expenditure.
4. **Adaptability :** E-Governance offers flexibility and situation customizability to the government. It can help in reengineering and optimization of work processes.
5. **Better decisions :** E-Governance facilitates the prompt feedback from the people and field staff which can be collated and analyzed quickly, and decisions can be accordingly taken. E-Governance can aid in better identification of priorities and better audit and analysis of data.
6. **Weapon against the corruption :** E-Governance leads to increased transparency, accountability and predictability. Automation of processes takes away discretions, leaving little scope of corruption.
7. **No loss of important data :** E-governance projects, the world over, are being designed with stringent security features. The data is not only well protected but also its backup is maintained at

various locations, so that in case of any eventuality if fire, flood, earthquake or attack etc, the data can be retrieved and the function of the organization does not come to a standstill.

Challenges before Jammu & Kashmir Government

1. **Literacy :** The only handicap in the e-governance system is that, there are a large number of illiterates and even a large number of computer illiterates. Thus, e-governance applications have to be designed and operated in such ways in the state that are easily and equally accessible to the literacy – challenged users. Supplying information to the public in a language   that   they understand and are comfortable with, and generally, it is the local language.

2. **Mindset of the government employees :** Changing the mindset of the   government   employees who are used to working only in the manual mode.   This is a big task and needs patience and careful planning. Workshops, seminars, and training programmes are required to be organized to spread awareness among the employees at all levels; E-governance is a big challenge and a far big opportunity to bring services to all   citizens.

3. **Technical problems :** IT infrastructure is the backbone of E-governance. Hardware should be fully compatible with future technologies as well. Finally,   some legal aspect, like security and privacy, must be considered, as personal data are processed and stored, and financial transitions must be executed. To cope with such requirements appropriate technical changes must be done. Multi-model application can make it more successful.

4. **Privacy :** Citizens' concern on privacy of their life and confidentiality of the personal data need to be technically supported. Privacy and confidentiality has to be highly valued in establishing and maintaining websites. An ideal Cyber   policy and strict appliance of it is the backbone for citizen's support.

5. **Transactional Securities :** The financial transaction demands for transactional security. Few recent cases have raised the issue once again. All support for full security is necessarily needed to maintain. An ideal Cyber Security Policy will ensure the existence of a sound and secure e-governance and critical infrastructure base in India. The security and safety of various ICT platforms   and critical infrastructures in India must be considered on a priority basis before any e-governance base is made fully functional.

6. **Social issues :** Acceptance and usability by a large variety of people make e-governance successful Since the social disparity is very high in J&K, so this issue needs a careful observation. This implies that interface must be usable by rich or poor, disabled or elderly people, understandable by low literacy or non- native language people, etc.

7. **Infrastructure :** Social, geographical and economical disparity issues have to   be removed and proper infrastructure is required to establish e-governance. The ICT facilities need to be developed and should be available to one and all citizenry. Internet connection through satellite, phone lines or through cable or Television should be accessible for all specially to the people in rural areas of the state.

8. **Accessibility :** Any service should be accessible by anybody from anywhere at   anytime. Even if Internet population is exponentially growing in J&k, still there is a significant portion of the people who may not be able to access services for various reasons like limited access to ICT

technologies and devices, low literacy, or phobia for Computer etc. Therefore, universal access is still a mirage.

9. **Political will power :** E-governance means less interaction with government servants, it will be helpful in reducing bribery issues. The strong objections of the government officers also need a careful and wise approach. This task may require an honest and strong will power of the politicians and leaders. E-voting concept is not acceptable to politicians.

10. **Economical issues :** Economical issues are mainly concerned with return of investment and safeguard of the previous ones. Cost of implementation, operatinal and evolutionary maintenance must maintenance must be low enough to guarantee a good cost / benefit ratio.

11. **Maintainability :** Maintenance of ICT is a key success factor for long living systems in rapidly changing technical regularity environment. A well skilled labour force and strong will is need of the hour for timely and regular maintenance.

12. **Legal Issues :** Strong and effective rules related with IT has to be formulated and strongly implemented. This presupposes the adoption and use of security measures more particularly empowering and training judiciary and law enforcement manpower with the knowledge and use of cyber forensics and digital evidencing.

Recommendations

1. **Built in e-governance schemes :** to be built into all projects that have clear deliverable for citizens. Make third party six monthly monitoring od such projects mandatory and publicize the results. Evaluation to be against pre-set criterion, fixed before the project takes off.

2. **Design projects to suit citizen needs :** it has been found that the e-governance projects are not adequately focused on the needs of citizens. One reason why some projects have done well is that they are easily accessible by users at various places.

3. **Stress on staff training :** with a largely illiterate population, certainly computer illiterate, in rural areas and small towns, it is critical that staffers manning the kiosks know how to use them.

4. **Insist on business process re-engineering :** if the old systems of providing services or clearances for citizen are merely replicated in the computerized system, this is not going to help. Any e-governance project has to re-work the existing system first.

Conclusion

E-governance is an evolutionary phenomenon, and requires a change in the mindset of one and all – citizen, executives or the government. With the support of the E-governance, the government processes defined by specializations can be made efficient, effective, and citizen friendly. There are many challenging issues lying ahead. Security is the main concern for the citizen, and redefining rules and procedures, information transparency, legal issues, infrastructure, skill and awareness, access to right information, inter-departmental collaboration, tendency to resist the change in work culture, are the main concerns for the government to address. Other then all these factors, the government needs to make significant investments in areas such as government process re-engineering, capacity

building, training, assessment and awareness. The beneficial impact of e-governance on the rural economy and quality of life is now widely recognized. Most important is the strong political will power and the social acceptability of e-governance not only in urban areas but rural areas as well.

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MASK AND THE MAN : AZIZ AND THE WAYS OF THE WORLD IN GIRISH KARNAD'S "TUGHLAQ"

Srimay Sinha
Assistant Teacher, Fakirdanga High School, Nabadwip, West Bengal
E- mail: srimaysinha@gmail.com

"Tughlaq", which was published in Kannada in 1964, is Girish Karnad's second play. The play, translated in English by the dramatist himself, was an immediate success on the stage. Although the theme of the play is from history, Karnad's treatment of the theme is not historical. The play is based on the guise motif and structured on the opposites: the ideal and the real, the divine aspiration and the deft intrigue. Critics in various articles discuss the character of the frenzied ruler Tughlaq as the alienated hero. However, U.R.Anantha Murthy thinks that the play is more than a political allegory because it has an irreducible, puzzling quality which comes from the ambiguities of Tughlaq's character. And Character of Aziz is a dramatized aspect of Tughlaq's ambiguous character. Aziz acts as a foil to the character of Tughlaq. V. Panduranga Rao thinks that Tughlaq's character is split into two parts, the bright side, allotted to the main plot and the nasty one to the sub plot. The bright side is presented by Tughlaq and his other part is represented by Aziz and that is the reason why the character Aziz dominates the sub plot.

It is usually understood that Aziz and Aazam of the sub-plot are meant for comic relief in the play. Professor Anantha Murthy equates them to the comic pair of the Akara and Makara of Natak performances of the childhood days of Karnad in his native Karnataka. Actually, the pair is a symbolic version of the rogue or the rascal who pops up every now and then through the character of Tughlaq. That is, in his play Karnad takes care not to mix up the two sides - the ideal/shady and the obnoxious/shallow sides - of Tughlaq. The nefarious projects thought-out and pursued by Aziz show that he stands for the obnoxious in Tughlaq. Thus if Tughlaq is clever Aziz is crafty; if the former poses as great the later acts as a mean.

Aziz appears first in the text in the guise of a Brahmin Vishnu Prasad in the first scene and no where except scene nine, although not clear, he is not behind the mask. Disguise is an important motif in many of Shakespeare's plays e.g. Viola in Shakespeare's "Twelfth Night" disguise herself for a purpose to get a job in Duke's court. However, Aziz does the same thing. In both the cases disguise is used to achieve something. For Viola this is romantic and positive and for Aziz this is practical and incarnated by evil. Viola's words 'Disguise, I see thou art a wickedness/ Wherein the pregnant enemy does much.'(II, ii, 25-26) applies accurately for Aziz, however, the context is different. Mudasir Ahmad Shah in his elaborate study of "Tughlaq" examines that people like Aziz and Azam misuse Tughlaq's innovative steps like issuing copper coins instead of silver dinar, and make him a failure. In the first instance, when Tughlaq introduces his secular idea of providing justice to everyone without any privilege to caste, creed or colour, Aziz, a Muslim washer man by profession, disguises as a Brahmin and wins the suit against the Sultan himself. He mentions at the beginning in his conversation with Azam :

There's no future in being a dhobi these days. So I did a bit of thinking. There's a Brahmin called

Vishnu Prasad whose land has been confiscated recently. I shaved my head and went to him. I said I would buy the land. (p.7)

This is Aziz's intelligence and an impulse to act promptly with courage. His intention is clear when he proposes Azam a job under him because he knows 'a Brahmin with a Muslim friend-the Sultan will like that.' (p.8) He has a confidence which puts him in contrast to Tughlaq. Many of Tughlaq's actions like his fear of fighting with Ain-ul-Mulk, his sleepless-pragmatic speeches, his step-mother's tension about his works etc. are straightforwardly mimicked by Aziz's skillful thoughts and a natural fluency to adopt the way of the world.

Aziz reappears in scene seven, still dressed as a Brahmin and still misusing Tughlaq's idea of impartial justice by taking bribes from poor citizens during a journey from Delhi to Daulatabad. He demands bribe from a mother who wants to take her dying son to a doctor. Apparently this is rude and coarse, however, Aziz is frank and his villainy has logic. He too has to bribe the higher officials and therefore, he demands his share from the woman. Moreover, when Azam asks him why he doesn't let the woman go to the doctor, Aziz has his reply ready:

Have you seen the child? No witch doctor can save it now. My niece had that illness and went out like a light. It's a waste of good money and she is going to need every paisa of it. I'm doing her a favour! (p. 47)

Aziz is sharp and intelligent. Moreover, he is practical. M. Jagadeswari sees both Aziz and Azam are the criminals who symbolize unprincipled and opportunistic exploits of people. They exploit the liberal ideas and policies and the welfare activities of the government. They lack humanity and utilize every chance to earn money. However, Aziz is more than that. He is no doubt an opportunist, but he clearly understands the welfare state. He discovers politics is a profitable profession. He explains Azam :

Look at me. Only a few months in Delhi and I have discovered a whole new world—politics! My dear fellow, that's where our future is—politics! It's a beautiful world—wealth, success, position, power—and yet it's full of brainless people, people with not an idea in their head. When I think off all the tricks I used in our village to pinch a few torn clothes from people—if one uses half that intelligence here, one can get robes of power. (p. 50)

It is then about the use of intelligence. Aziz in a way points out the ways of the world and his actions speak the ways of dealing the ways. Aziz's upward mobility matches with Eugene de Rastignac of Balzac's "Pere Goriot". Vautrin, a common rogue in the novel teacges Eugene the ways of life: 'There are fifty thousand young fellows facing the same problem: how to make fortune and make it fast; you're just among many.'(p.85) Thus Eugene has to try hard and must fight desperately because 'honesty' will get him nowhere. He must manage himself either 'by a burst of genius, or by being a clever crook.' (p.86) [Pere Goriot, Tr. by Burton Raffel, Ed. By Peter Brooks.]

Aziz is dissatisfied with everything and it this dissatisfaction which leads him to chase his goal. In scene nine he is presented as someone who is not even complacent in his present state. Azam asks him genuinely and 'seriously' "But, no Aziz, why are you so dissatisfied? We have such a nice establishment here." (p.58) Aziz's reply to Aazam's sincere question is the proof of his craving for power: "I am bored stiff with all this running and hiding. You rob a man, you run, and hide. It's all so pointless."(p.58) This is real Aziz, the man behind the mask, who understands what does the word 'class' mean and sticking to one thing does not change life.

Though the sub plot of the play is dominated by Aziz and Aazam, assess M.K. Rukhaya in her "Identity Crisis in Girish Karnad's "Tughlaq"",. Aazam is not a perfect fool, but intellectually he is no match for Aziz. Even though he protests against Aziz, it is Aziz who always wins. Aziz is an opportunist and never misses a chance to climb up the ladder .Aziz exclaims to Aazam that his logic is "a bit too subtle" for him (p.8). And Aazam acknowledges the same:" You are a clever man...I know, I am a fool" (p.48). Aazam is often pessimistic about everything with the feeling that the end is around the corner and Aziz terms him as "a hopeless case."(P.50) Likewise, Tughlaq always contemplates suicide. Towards the end, both Muhammad and Aazam are fed up of life. There is a touch of regret in the voices of both. Aziz does not lose hope and always has a strong survival instinct. He too possesses idealism, idealism that does not manifest itself. There are ample references in the text where Aziz proves his better intellectual acumen. He dominates Aazam. For instance, Aazam is a common thief and when he hears from Aziz that the Sultan is going to introduce copper coins instead of silver dinar and both will have the same value, he only thinks that stealing of the copper coins will not be fun enough. However, Aziz advises him to 'make counterfeit coins' and channelizes his talent: "If your fingers are getting restless, use them there." (p.50). In comparison to Aziz, Aazam is compassionate and bears a tender heart. In scene seven where Aziz contemplates on the daily living and earning Aazam still thinks about the poor woman who lost her children. Thus, the two friends are really close, however, there are a lot of differences between them. Aziz is even working as a foil to Aazam.

Aziz is incarnated by evil and therefore, he pursues his dream by evil means. However, his point of view is different. His intellect always goes against Aazam's compassionate heart. When Aazam asks him about their present situation: "Why aren't we like other people? Have a nice home, till a farm and live happily?" (p.57) Aziz thinks a man must commit a crime at least once in his life time and only then his virtue will be recognized. Moreover, he has an infallible argument:

If you remain virtuous throughout your life no one will say a good thing about you because they won't need to. But start stealing—and they'll say: 'What a nice boy he was! But he was ruined now…' Then kill and beat their breasts and say: 'Heavens! He was only a petty thief all these days. Never hurt anyone. But alas!' Then rape a woman and the chorus will go into hallelujahs: 'He was a saint, a real saint and look at him now…' (p.57)

Based on this logical mind Aziz approaches his actions. 'Rape', a word of male domination, is to Aziz pointless for 'sheer lust' and that is, according to him, 'a mug's game' (p.57) He needs the authority to rape and then everything will take its meaning. Aziz finally wears the mask of Ghiyas-ud-Din Abbasid, 'with Ghiyas-ud-din's turban on his head' (p.62), by killing him. In a long conversation Aziz comes to know Ghiyas-ud-Din has no friends and acquaintances at Daulatabad. This reminds us Bosola's cunning queries about Duchess' pregnancy in Webster's "The Duchess of Malfi". Aziz too has the Machiavellian traits of deceiving and manipulating others; however, unlike Bosola he has less emotional thoughts. At the end Bososla says: 'I am angry with myself,' (IV, ii, 319), Aazam too is 'fed up of life' (p.57), however, Aziz sees opportunity in every moves and every perspective of life. When Aazam understands Aziz's intention of killing him he pleads for Ghiyas-ud-Din's life. This is not sheer atrocity. An opportunist like Aziz has his point in killing a man like Ghiyas-ud-Din Abbasid. He explains to Aazam :

We'll never get an opportunity like this again. Arabia must be full of the Khalif's descendants. They were a fertile lot, the Khalifs. Now the Sultan's picked this rat up from the gutters for some

game of his own. Who will worry about this fool when people are dying without food in Daulatabad? (p.61)

Aziz sees things in a different way. Bedre R. T. and Meera M. Giram in their thoughtful analysis of the play highlight on the contrasts of both the characters of Tughlaq and Aziz. The Sultan's journey, according to them, is from idealism to madness via alienation, frustration and cruelty. His exercise of impartial justice and equal human treatment to the Hindus alienate him from the mainstream Muslim subjects and priesthood. He is called 'an insult to Islam'. As opposed to this Aziz is a natural talent and points Tughlaq's fruitlessness through his actions.

Aziz's true character is found in the last scene where he converses with Muhammad! Aziz appears in front of the Sultan as Ghiyas-ud-Din Abbasin. However, his pretension does not last long because he is caught :

Who are you ? How long did you hope to go on fooling us with your masquerade ? (p.79)

It is this masquerade which even hides Aziz's true identity. But he is not a 'common blackmailer' (p.81) and therefore he confesses everything: "I am a dhobi from Shiknar. My first name was Aziz." (p.80) Aziz does not stop here. He continues that he is 'Majesty's true disciple' (p.80) because he has followed every instruction, studied every order and considered every measure that Tughlaq ascribe to fulfill with his 'great attention' (p.80). Aziz even challenges Tughlaq that he can not punish him because the Sultan has publicly welcomed him as a saint. It is because of him Muhammad starts public prayers after a lack of five years and most importantly, Aziz says that Muhammad: 'fallen at my feet, publicly.'(p.81) M. Jagadeswari in "A Perspective on Symbols in Girish Karnad's Tughlaq" points out the symbol of chess. The game of chess symbolizes Tughlaq's high manipulative skill of dealing with political rivals and opponents.Tughlaq considers his critics and enemies merely as pawns of chess which he can use at his will. Tughlaq well plays the chess of politics and solves the problem created by Ain-ul-Mulk and Sheikh Imam-ud-din. The same Sultan is defeated by Aziz in the game of repartee. Tughlaq exclaims:

Checkmate! Checkmate! I don't think I have ever seen such insolence. This man's a genius—all right, tell me. What punishment should I give you for your crimes?
Aziz : Make me an officer of your State; Your Majesty. (p.83)

V. Panduranga Rao comments that if we remove the crown from Sultan Tughlaq there emerges a rogue with the face of Aziz and the conscience of Aazam. In other words, Tughlaq of the main plot and the pair of Aziz and Aazam of the sub-plot together represent the same consciousness. On the surface, it may look paradoxical, but in reality, they are complementary to each other. This is the reason, perhaps, Tughlaq pardons Aziz: "I don't know why I am acting like a fool. Yet perhaps a State Office really would be the best punishment for you." (p.83)

M. K. Rukhaya sees that in the first seven scenes Tughlaq is looking forward in anticipation, in the latter six scenes the Sultan looking back in regret. Therefore, the play structurally portrays the former and the latter selves facing each other- a mirror reflection. This is the theme the play exemplifies through the metamorphosis of the persona of a dreamer - self recognition and self-discovery. And Aziz is that instrument which helps him in his self discovery. The guise motif shadows forth the conflict between the mask and the man. The guise of Abbasid which Aziz adorns is an external projection of Tughlaq's guise. Tughlaq himself recognizes his reflection which is why he forgives Aziz. It points to "what he is in spite of self-knowledge and an intense desire for divine

grace." As the play progresses, the distance between the mask and the man starts decreasing till they virtually become one, with Tughlaq's face to face encounter with Aziz. There is complete self-realization at this stage. This also marks the engulfing of the gap between the deep and the shallow scenes, so that Tughlaq encounters his other half. As Aziz relates the various stages in his life to Tughlaq, the incorrigible logic and indelible reason comes back to Tughlaq in all familiarity:

But your Majesty missed out an important stage in my life. Your officers track down criminals with the zest of a tribe of hunters and there was only one way to escape them. We joined them as servants. We had to shift the corpses of all the rebels executed by the State and hang them up for exhibition. Such famous kings, warriors and leaders of men passed through our hands then...One day, suddenly I had a revelation. This was all human life was worth, I said. This was the real meaning of the mystery of death—straw and skin. With that enlightenment I found peace. (p.82)

This is the reason why the Sultan retorts with undisputed familiarity:" Yes, that was a rather important stage." (p.82) Structurally, the mixing of the deep and shallow scenes also bring together the Sultan's deep and shallow selves together where the significant and the trivial no longer separate itself from each other.. It demarginalizes all social hierarchies and inhibitions. Aziz therefore becomes an artist, a very confusive artist who sharply picturises not only the alienated protagonist, but also the ways of the world. And in the end he is caught between the mask and the man and remains illusive.

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DEVELOPING ENGLISH LISTENING SKILL OF SECONDARY SCHOOL STUDENTS OF RURAL WEST BENGAL : CHALLENGES AND REMEDIES

Lilack Biswas
Assistant Teacher, Rathtala Colony High School, Ranaghat, Nadia, West Bengal
Email : lilackbiswas@gmail.com

Abstract
Although ELT in India has moved away from the traditional grammar translation approach towards a CLT framework, we still do not give emphasis to all four skills which is recommended in the communicative approach. This is perhaps the colonial legacy of our country. As a result listening remains a neglected skill. Arguments have been furnished for the need to incorporate this skill at the primary and secondary level in order to improve communicative competence and in particular proficiency in General English. The article first discusses the theoretical overview for teaching listening including listening for academic purposes. Then it presents practical and effective tasks and materials that are appropriate for the school level context and will develop students' proficiency in Academic English.

Introduction

English occupies an important place in the world today. Every country, every citizen of the world prefers to learn English. English has become the most important channel of communication in the present day world. Much of the communication at the administrative level and organisational level is being done in English with little emphasis on regional or local languages. English is playing a significant role in the overall development of the individual and society to share knowledge, information, beliefs and feelings.

In countries like India, stress on Mother Tongue is influencing the teaching – learning of all the four English language skills of the learner namely reading, writing, speaking and listening. This article makes an in depth analysis of the practical scenario of Bengali Medium Schools with respect to the difficulties of developing English listening skill among students, and much pain have been taken to find out probable remedies.

Objectives

1. To define listening.
2. Importance of listening.
3. Aim of teaching listening.
4. Challenges in developing English listening skill.
5. Remedies.

Listening

What is listening and why ?

As defined by Oxford (1993, p. 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers (1978) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. He also states that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs to integrate skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

Importance of Listening

The importance of listening has been long recognized in the history of English language teaching. Marc Hegelson (2003) writes that the emphasis on listening began in the late 1800s with the Direct Method in Gouin's Series and the Berlitz School. This was continued by the Audio-lingual Method where language was presented orally before being presented in the written form. With the introduction of CLT, listening was given further prominence because it was believed that learners learn through the act of communication (Hegelson: 25). Tricia Hedge feels that there is an overall emphasis on listening since "contemporary society exhibits a shift away from printed media and towards sound, and its members therefore need to develop a high level of proficiency in listening" (2001 : 229). Hedge cites statistics from research on the actual use of different skills in everyday life. She reports that "of the time an individual is engaged in communication, approximately 9 percent is devoted to writing, 16 per cent to reading, 30 per cent to speaking and 45 per cent to listening" (Hedge, 228).This has resulted in added importance been given to oracy, the ability to communicate through spoken language (both speaking and listening), in education where she has noticed "a stronger focus on listening in the classroom" (2001: 229). She thinks this is due to findings from second language acquisition research, particularly the impact of input on learning. According to Krashen's Input Hypothesis, "for language learning to occur, it is necessary for learners to understand input language which contains linguistic items that are slightly beyond the learner's present linguistic competence" (Richards et al, 1985 qt in Hegelson, 26). So the development of listening skill becomes important not only for communication but also for learning language through comprehensible input. SLA research also suggests that learners be given a "silent period" in the early stages of learning while they are in the process of acquiring language, which again underscores the importance of listening.

Aim of Teaching Listening

While comprehension remains the goal of most teaching activities of listening, Hedge (2000) reminds us that it is not the whole picture. First of all, total comprehension is not feasible for the message may be incomplete, the listener may lack adequate background knowledge and the listener with his limited memory may not retain everything he has received. Hedge (2000) supports Brown and Yule (1983) who argue that comprehension is reached when the listener arrives at a "reasonable interpretation" of the speaker's intention. This is a pragmatic and achievable target for second

language learners. Hedge further states that comprehension should not be the only aim of teaching listening. In some listening situations one needs to respond and to do so, he will have to evaluate and interpret the speaker's message. She quotes Rost who asserts: "the end of the communicative act is not in reception of the communicative content but in the consequences of the act (1994; 6 in Hedge, 2000: 235). Hedge contends that listening is more than comprehension, and it depends on the purpose of listening.

Challenges

Challenges in developing listening skill in students are of many types. Conducting a class in a school and developing a particular language skill is not an isolated event. A series of factors influence the process. The challenges may be analyzed from the following perspectives
a) The linguistic challenges.
b) Administrative or school centric challenges.
c) Student centric challenges.
d) Social or socio-cultural challenges.
e) Teacher centric challenges.

A. Linguistic Challenges :

Listening requires considerable training because it is a difficult skill requiring multiple sub-skills and stages, which have to be undertaken simultaneously. Anderson and Lynch (1988) have identified the following stages in the process of listening :
1. The spoken signals have to be identified from the midst of surrounding sounds.
2. The continuous stream of speech has to be segmented into units, which have to be recognized as known words.
3. The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.
4. We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said. (Anderson and Lynch, 4)

Shelagh Rixon (1986) like Anderson and Lynch (1988) considers listening to be a complex process requiring interdependence of different skills. She remarks that listening is not synonymous with hearing, "the recognition of sounds" (Rixon, 1986:28) because listening "implies conscious attention to the message of what is said" (1986 : 28). She puts forward the idea that listening comprises three levels—global message, grammar and vocabulary and finally the sound system. Listening, therefore, requires the ability to understand phonology, syntax, lexis and information content within real time. Apart from time pressure, there are also problems stemming from inexplicit information given by the speaker and environmental obstructions such as distracting noise in the background, unclear voice or sound of recording, and lack of visual support to assist listening. Brown and Yule (1983) have also listed some factors that complicate oral language. First of all, the speaker, his/her style, accent and even number of speakers affect the spoken text. The listener's role also has an impact on listening, whether it is participatory or non-participatory, whether response is required or the listener is an eavesdropper. Another factor is the content of the text and finally whether or not it is

accompanied by visual aid for support. Richards (1985) registers the following features of oral/spoken language that makes listening difficult: the clausal basis of speech as opposed to the sentence unit of written discourse; reduced forms which appear in spoken language to express meaning quickly; the frequent occurrences of ungrammatical forms; the component of pauses in spoken language, consisting of hesitations, false starts, corrections, filler pauses or silent pauses that make it difficult to follow a text; the rate of delivery affects understanding; rhythm and stress of the English language; the information content, which in interactive texts, involve the participation and cooperation of the listener making listening even more challenging; and, finally even the interactive quality of spoken discourse, verbal and non-verbal signals and/or formality/informality create further hurdles for the listener. Besides shortcomings in grammar and vocabulary, the non-native ear has to face the alien quality of the sound system itself. Rixon (1986: 36) argues that the sound of English is a major problem for the L2 learner making listening the most difficult skill. She lists four sources of difficulties arising from pronunciation:

1. The weak relationship between English sounds and the way they are spelt in the written language
2. Changes in sounds when they occur in rapid, connected speech.
3. The rhythm pattern of English speech.
4. Different ways of pronouncing the 'same' sound.

The problem with sound is that when English is spoken the words are not very clear or emphatic since natural talk is unrehearsed; full of pauses, repetition, hesitation and it is swift, slurred or even unclearly articulated. Rixon (1986) shows that words sound different depending on whether the word is spoken in isolation or in connected speech. For instance, some words are very clear when pronounced in isolation, such as "you" / 'juː/ but when it is part of connected speech it is unstressed so that: "Will you come?" becomes /wi jƏ 'kʌm/. Another problem is that of elision, the loss of sounds that occurs in rapid speech. Rixon gives the example of the word "probably" which becomes "probly" and the word "discussed " transforms into /diskʌt/. Finally, there is assimilation, which refers to changes speakers make to pronunciation in order to save effort. Thus "ten bikes" becomes "tem bikes", / tem baiks/ (Rixon, 40).

B. Administrative Challenges :

When we are talking about a school, we should keep in mind that every school runs through a definite administrative system. The challenges from the administrative perspective may be categorized as

1. **Curriculum Centric :** The school administration or the concerned department sets the curriculum of teaching. There is no denying the fact that the guide line of the board or the government and the actual need of the hour is different. It is seen that at most of the time the curriculum is back dated not adequate and up to date.
2. **Text Book Centric :** Text Books are not up to the mark to teach English following the current communicative language teaching method. When communicative approach was first introduced in the 1980s, text books were designed in the classic communicative method, which was the latest at that time. Later methodology has developed, but there is no shade of this in the present day English text book of upper primary and secondary level students. The same is going on and on.

3. **Methodology Centric :** the problem regarding the methodology of teaching English is far more disastrous than the text book itself, as many of the teachers are not quite sure of which method is to be applied. The 'ghost' of the grammar translation method haunts our classrooms. So the text book which is written in classic communicative method looses parity with the methodology followed by the teacher. Moreover emphasis is still given on reading and writing. So development of listening and speaking skills remain underdeveloped.

4. **Education Policy :** The Government's policy to teach English at the school level has been framed to enable the students to do official communications in English just to have a working knowledge of English. Due to globalization and other socio cultural and economic factors profound knowledge and excellent skill of this language has become a must in today's world. Under such circumstances the attitude of the govt. should be changed.

5. **Class Size :** Listening involves attention. In a classroom where a crowd of more than one hundred students are sitting, concentrating on a particular sound uttered by the teacher becomes very difficult... sometimes it remains unheard by the students as classroom control is almost impossible in such circumstances.

6. **Teaching Materials :** There is a severe short supply of teaching learning material and stock of back dated teaching learning material. Most of the schools are supplied with maps and charts as TLMs. One over head projector is sufficient for one school is the real scenario. Many good schools of the town has LCD projector or computer… but most schools do not have even this much. This again serves as visual aids. But no audio player or speaker is installed in the schools. So the students cannot train their ears with English sounds for more practice. To teach English properly and develop listening skill fully, language lab is a must but no school of rural Bengal is equipped with this facility.

C. Student Centric Challenges :

The learner himself is not out of the problem. Hedge (2000) lists some problems which are internal to the listener such as: "lack of motivation towards the topic, negative reaction to the speaker or to the event; anxiety to rehearse one's own contribution to a debate or the next part of a conversation, to the extent of missing what the current speaker is saying; or distraction by the content of a talk into thinking about a related topic thereby losing the thread of the argument" (237). She also mentions that lack of topic knowledge can lead to mishearing or misunderstanding. While native speakers, L1 learners, have to deal with the difficulty of processing information and message quality of the listening text, L2 learners confront added challenges of language and cultural unfamiliarity.

1. **Lack of Learner Motivation :** Students are inattentive in classes, and when they do show up it is likely due to fear of failure more than anything else. They may lack any semblance of attention during class, chatting with classmates, doodling in their note books or, in their textbooks. What experienced English or other foreign language teaching professional has not faced the problem of reluctant, unmotivated learners ? One big challenge for an English teacher is to make his / her student listen to him / her. Students are generally disinterested in English as they do not find this subject attention drawing and interesting.

2. **Poverty :** Perhaps the mother of all problems is poverty. A large number of students of the rural Bengal come from a very poor family back ground where education itself is a luxury.

3. **First Generation Learner :** A considerable number of the rural students are 1st generation learners. As a result they lack in family culture. They do not get any support from their family to be attentive to the teacher in the classroom. Listening and speaking in English is something they perhaps dream of.

4. **Lack of Consciousness :** Students are not conscious about the outer world. They do not have any knowledge of the present day world scenario thereby they do not realize the importance of English.

5. **Lack of Proper Guidance :** As the students are from poor families and 1st generation learners they have nobody to give them proper guidance so that they may be more careful about their English language proficiency.

D. Social or Socio Cultural Challenges :

Language is a social practice. The society, in which the students live, does not support the growth of the students' interest in English language skills. Rather the social force holds him back. Languages like the mother tongue and Hindi gets preference in the society. A bengalee child learns Hindi by the influence of electronic media like TV and cinema but there is no such help in case of developing English language skills.

E. Teacher Centric Challenges :

Teacher is the key person in a student's learning process. But we have seen a lot of factors that affects a teacher's performance in the classroom in developing all four language skills. Main problems are...

1. **Lack of Proper and Adequate Training :** Most of the teachers who teach English language in rural schools are not actually trained to be successful language teachers. Language learning is a natural process. A learner learns the first language without any conscious or planned effort. But when it comes to language teaching in a planned form and time frame, special teaching skill is a must in a teacher.

2. **Lack of Professional Attitude :** In India teaching has been looked upon as a noble service not a profession. As a result it has been generally accepted that a teacher showers blessings on his students when he teaches. It was perhaps right in the Vedic age. Today teachers are professionals like doctors or chartered accountants who are accountable to their patients and clients respectively and also to their profession. Many teacher lack in this professionalism ... in accountability ... in target oriented actions, and to hide their own fault they often blame the system and infrastructure.

3. **Lack of Research Activity and Research Mentality :** Classes are conducted in the way it used to be in ancient times. Teacher showers and student gathers. The teacher seldom gets a chance thinks of his learner's difficulty, deficiency or inefficiency. The teacher's course of study should be his students their difficulties and he should conduct action research on how to overcome those difficulties, but in reality a few teachers engage themselves in such activities.

4. Teaching English through Bengali : This one is perhaps the problem in all rural schools. One cannot understand at a first and sudden visit near the classroom whether the teacher is teaching Bengali or English. So the students get a little chance to listen to English sounds in the classroom.

5. Bad Pronunciation or "Benglish" Spoken by Many Teachers : This is another queer problem coming from the teacher's side. There are so many teachers who utter English sounds in way he utters his mother tongue or dialect. For example Bengali is pronounced as /bæŋgoli/ whereas the /o/ sound is not an English sound.

Remedies

Much has been said about the most common challenges of teaching English and developing language skills. Now let us have a look on the possible remedies.

1. The linguistic challenges cannot be solved, because it is the characteristics of the very language. We need to change other things accordingly.
2. The administrative challenges can be sorted out. Concerned department or govt. should review the problems.
3. Textbook should be updated according to the need of the students. Expert committees should be formed and engaged to act accordingly.
4. Similarly curriculum and methodology should also be changed as per the requirement of the learner.
5. Class size should be cut down by means of setting up new schools.
6. Govt. Attitude should be changed. Education is not an expenditure it is an investment so govt should make betterment in this investment.
7. Teaching learning materials should be more in quantity and variation. Audio visual electronic gadgets, computers, internet should be among them.
8. Students should be motivated. Different ways of teaching may attract them as it gives them a taste of variety. They should be informed repeatedly about the importance of English and how they can be benefited if they learn the language very well.
9. ELT training (such as DIELT from EFL univ.) should be compulsory for English teachers at school level.
10. Students should be encouraged to listen to English news on TV or radio.
11. Note taking habit should be formed from very early years; it trains their ears very well.
12. Teacher should pronounce correctly and not at a very fast pace. Speaking fluently is not a teacher's goal.
13. Teachers should plan different methodologies depending on the practical scenario of his school and conduct action research.
14. In every school a language lab should be built.

By following these steps we can create an effective methodology for teaching listening at the school level. Teachers should keep in mind that a listening class should not focus on just playing lots of recordings and testing grammar, vocabulary or writing skill. John Field (1998) asserts that most listening activities provide practice but does not teach the skill (111). He contends, "Under the present 'comprehension' approach, success in listening is measured by correct responses to questions in tasks.

Teachers focus upon the outcome of listening rather than upon listening itself, upon product rather than process.(1998)" In order to move away from the test approach and provide a more enabling approach to listening we feel that teachers need to be considerate of and sympathetic to student needs and problems.

We must remember that we are teaching them listening instead of assessing their listening ability. Teachers must also be pragmatic, which is they have to be realistic and work within constraints of resource limitations and classroom realities (large classes, poor acoustics etc). We have to be careful in task and text selection. We should move gradually from simple to complex tasks and "small to big" or shorter to longer texts, from monologue to dialogue and then too more complex conversations. We must not put too much pressure on our learners' memories, thus we should use short texts and play the texts more than once. We suggest our aims in teaching should be to expose our learners to a range of listening experiences, make listening purposeful, help students to approach the listening task in an appropriate manner and finally build up their confidence in their own listening ability. Listening classes should be designed with this goal in focus that an effective listening class develops students' habit of listening to English and takes listening beyond the four walls of the classroom.

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QUALITY INDICATORS OF EDUCATION ENHANCING THE SUSTAINABLE DEVELOPMENT

Subhankar Ghosh
Research Scholar, Dept. of Education, Visva-Bharati University, Santiniketan, West Bengal
Email : sghosh.edu.vb@gmail.com

Abstract
Education & knowledge is the most important commodity to be possessed by any person. When acquired, it is the only commodity that can never be dispossessed of by anybody until death. Quality of Education (QE)& its acquisition are very crucial for the sustenance of meaningful human life. For a healthy & equitable society, education must be qualitatively provided to ensure stability, freedom & general welling of members of the community. Education is a continuous process from the cradle to the grave. Day by day the purpose of education is to change for individual behaviour & orientation to create a sustainable future. To achieve this aim, it is very necessary that the Indicators of Quality Education (IQE) must be highly effective in order to produce a large number of learned scholars who continuously enlarge the frontiers of knowledge & therefore make life meaningful. It's true that a free & civil society's sustainability, as well as the proper functioning of its social institutions, depends on the quality of its system of education. A quality system of education provides reliable dissemination of knowledge, skill, moral & intellectual virtue among a citizenry. This paper has been designed to assess the quality indicators of education, & it's involvement into the Sustainable Development (SD).

Key Words : *Quality of education, Indicators of quality education, Sustainable development*

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives"
– Willa A. Foster, 2012

Introduction

In the last few decades, a lot of efforts have been done to improve the education system of India. The creation of Special Committee & Commission on Education &Planning, the reform projects initiated respectively in 1948-49, 1952-53, 1964-66& the National Policy on Education 1985 or modified 1992 i.e. Programme of Action (POA). These efforts have helped to increase the development of school education & the budget allocation. The Indian education system is still inadequate when held to modern society requirements such as new technologies, business & job market needs. Similarly, India remains below than other countries at the level of economic development (World Bank Report-2012).The report puts India in 17[th]place (Per Capita Gross National Income) among 24 advanced & backward countries in the world. This ranking explains how past

reforms have failed to provide a quality education system for the population since the level of illiteracy among adults is still high & the education facilities are poor.

The purposes of education to its citizen are multifaceted, especially in a civilian &democratic society. These challenges are confronted collectively, but their negotiation relies on the development and flourishing of individuals within society. The real question regarding sustainable development is "Does the particular individual student in a school or university access & achieve the opportunities available to him or her ?" "What are we going to leave to our future generations ?" It's time to make changes for the future now, by putting Sustainable Development (SD) in place & making low-impact living a reality.

Indian Education and its Major Challenges

The trajectory of a nation-states system of education is more or less one of the most important issues facing its sustainability. It is generally agreed & known at least since the philosopher Plato that a society goes the way its education system goes. From the early Greeks, Chinese, Egyptians, & Romans, on up through the present day, the institution of education is intertwined with the success or failure of a civilized society. Indian education system requires cognizance of what to bring in & what to pursue in order to advance the frontiers of knowledge, & sustain its values, virtues, & preferences, & to efficiently & effectively meet existing & anticipated social, cultural, political, & economic challenges.

So, why India is still now a developing country, not a developed one ? Whenever this question strikes in our mind we look into the Indian Education System. Therefore Indian education system is a stumbling block towards its objective by achieving inclusive growth. Few essential factors are creating problem for the higher achievement of Indian education. These factors are widespread poverty, government low expenditure on research & education, lack of good infrastructure, cultural & language barriers, lack of quality school programme and lack of human values & ethics.
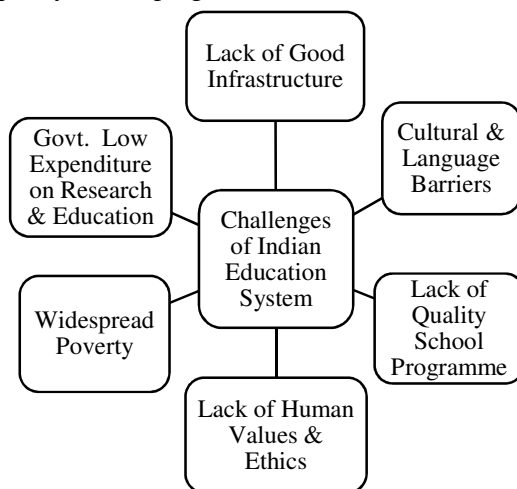
Fig 1: Challenges of Indian Education System

Lastly, the low quality of the school programmes is an important factor which causes the failure of the Indian education system. In the case of India contributes the quality of education incompetence of the education system.

Concept of Quality Education

In generally the word "Quality" is "No Simple Endeavor". Quality itself is a complicated term than it appears. Dictionary definitions are usually inadequate in helping a quality professional understand the concept. It seems that quality experts are defines the quality from their different point of view. There are a variety of perspectives to defining quality (i.e. educational perspective, customer's perspective, specification-based perspective). Defining the concept of quality is a little like trying to define 'motherhood' – it is clearly a 'good thing' but elusive & likely to be dependent on the perspective of the person attempting the definition. For example, it may well relate to the learning outcomes, particularly end of cycle examination results, of their respective child; for the school manager or inspector quality may well embrace to improve the general standards of 3Rs skills; for the classroom teacher quality linking closely to improved conditions of service. Quality is therefore directly related to what occurs in these educational contexts :

- Main emphasis on the environment of the classroom.
- Appropriate use of the teaching methodology for teaching-learning process.
- Broadly to the school system & socially in which the classroom is embedded.
- Curriculum development & examination reforms to the subject.

The US Department of Education (2002) defines the quality of education by its fulfillment of the national educational goals & objectives. These objectives may broadly be classified into three categories: i) Social Excellence, ii) National Excellence & iii) Academic Excellence .All these are a reciprocal relationship with each other.

Weakness of Quality Education in Indian

Before discussing the QE in India, we need to focus the weaknesses of the school program offered by the Government of India. There are actually so many reasons why the school education programme is incompetent & inadequate ? The causes are :

- Education system neglecting the student's intellectual level.
- Students aren't asked to use their intelligence to determine the meaning of what they study, nor to give their own arguments.
- Critical thinking is missing within the students about their study.
- Unequipment & incompetence because of too overloaded work.
- Education system of the students just to "Swallow" the course & to "Vomit" it in all examination days.
- Languages proficiency, versatile intellectual abilities, rich social experience problem.
- Inactivity reflection is considered a big loss of time with bad results.
- Public school programmes are not encouraged the students for thoughtful mind.
- Prohibition to the interest of the outside school programmes.
- Students are beyond the natural ambience of study.

What Sustainable Development Includes ?

Education for Sustainable Development (ESD) aims at encouraging changes required to promote Sustainable Development (SD). SD includes three dimensions, i.e. Social and Economic Developments, along with Environmental Protection, each one involving several interacting variables. Now a day another aspect is essential to control all these factors, i.e. Educational Issue. Therefore, adequate tools are required to help monitor & evaluate those changes with regard to ESD at local, national &regional levels. SD encompasses a vast array. But the thing which we all have in common is to help the local and global community for the long term but still meet the needs of our present generation. When planning a SD matter, in order to bring things back on track educationally, we need to rely more on renewable energy sources, like improving the QE & the students, teachers' activity. However, SD isn't just about the institutional education. It also provides the steps for action that will create a better future for those of us who live on this planet aside from all issues. So that in border perspectives SD includes the whole life of the future generation. It is not something limited to our own community; one community affects another, one state's practices effect bordering states, and one country's practices touch the whole world. As global neighbors we must join together in SD because we are all dependent on one another and SD benefits both local & global order.

SSA Quality Indicators

Sarva Siksha Abhijan (SSA) provides useful &relevant universalize elementary education to all the children in the age group of 6-14 years because of adequate, rigorous, inclusive & continuous monitoring system, assessment of children learning & supervision in both inside & outside of the class room. The SSA strongly emphasis the significance of education & recommended various parameters to achieve the targets of SD. The MHRD, NIEPA, NCERT, after throughout discussion suggested some quality indicators to improve the standards of teaching learning process in school level. These are :

SSA Quality Dimensions

Dimensions	Key Indicators
1. Infrastructural Facilities in the school	• Classroom/Space for learning • Space for activities (individual & group) • Drinking water facilities • Storage facilities for drinking water • Toilet facility • Playground& play materials facilities
2. School Management and Community Support	• Children attendance • Teacher's attendance • Academic support, if possible • Financial support • TLM development support • Learners' assessment • Timely availability at books

Dimensions	Key Indicators
3. Schools and Classroom Environment	• **Physical Environment** ➢ Proper lighting facility in the classroom (sunlight) • **Social Environment** ➢ Child-child relationship ➢ Teacher-child relationship ➢ Teacher-teacher relationship ➢ Teacher-administrator relationship ➢ Sensitive treatment of children from special groups ➢ Participation of the community in school activities ➢ Pre-school facilities ➢ Facilities available for health check-up/ follow-up measures ➢ Incentive schemes
4. Curriculum and Teaching Learning Materials	• Existing curriculum & its coverage • Curriculum revision exercise • Competency – based materials • Black board & its usage • Availability of text books to children • Text book production • Distribution of text books • Availability of teaching-learning materials • Library & its use • Laboratory / kits & their use
5. Teacher and Teacher Preparation	• Teacher profile • Teacher position (class-wise) • Class teacher / subject teacher system • Pre-service experience • In-service experience • Difficulties faced during teaching (academic/administrative) • Ability to develop and use TLM • Motivation level of teacher • Teacher and community relationship • Support available to the teachers in the school • Role of BRC / CRC in teacher preparation • Monitoring classroom processes.
6. Classroom practices and processes	• **Classroom organization** ➢ Seating arrangement ➢ Classroom setting • Display of materials in the classroom • Grouping of children

Dimensions	Key Indicators
	• Pupil-Teacher Ratio (PTR) • Methods of introducing the topic • Teaching learning process (pedagogy) • Use of teaching – learning materials • Student initiative in teaching – learning process • Assessment procedure followed • Frequency of assessment
7. Opportunity time (Teaching-Learning Time)	• Number of days schools opens in a year • Actual number of days, teaching–learning occurs in a year • Number of teaching hours / day • Number of teachers in a school • Number of sections of each class in a school • Number of classes that each teacher handles (Monograde/ Multigrade) • Learners attendance • Number of days teachers are involved in non-teaching assignments in a year

8. Learners Assessment, Monitoring & Supervision	• **Policy adopted in the states for**
	  ➢ No detention
	  ➢ Grade / Marks
	  ➢ Internal / External examinations
	  ➢ Periodicity of assessment (Quarterly, Half-yearly, Annual)
	  ➢ Reward / Punishment
	  ➢ Recording procedures in schools
	• Feedback mechanism used by teachers
	• Involvement of parents in VEC
	• Procedure to give feedback to parents

Source : Monitoring Format for Quality Dimensions under SSA.

Quality Criteria Specified by RTE-2009

Despite of the policies & plans QE is deteriorating day by day in primary school level. Government of India in collaboration with international agencies like UNESCO has indicated various projects to improve it. In that case government of India published "The Right of Children to Free and Compulsory Education Act-2009"to Sustain the quality elementary education for all the children. Norms are :

RTE – 2009 Quality Norms

Item	Norms and Standards	
Number of Teachers a) For First Class to Fifth Class	**Admitted Children**	**Number of Teachers**
	• Up to sixty (0-60) • Between sixty-one to ninety (61-90) • Between ninety-one to one hundred & twenty (91-120) • Between one hundred twenty one to two hundred (121-200) • Above one hundred & fifty children (150+) • Above two hundred children (200 above…)	➢ Two (2) ➢ Three (3) ➢ Four (4) ➢ Five (5) ➢ Five plus one Head Teacher [5+1(HOD)] ➢ Pupil-Teacher Ratio (excluding Head Teacher) shall not exceed forty

b) For Sixth Class to Eight Class	1. At least one teacher per class so that there shall be at least one teacher each for –
	i) Science and Mathematics
	ii) Social studies
	iii) Languages
	2. At least one teacher for every thirty-five children
	3. Where admission of children in above one hundred –
	i) A full time head-teacher
	ii) Part-time instructors for
	    a. Art education
	    b. Health and physical education
	    c. Work education	

2. Building	All weather building consisting of – i) At least one classroom for every teacher & office cum-store-cum-head teacher's room ii) Barrier free access iii) Separate toilets for boys & girls iv) Safe & adequate drinking water facility to all children v) A kitchen where mid-day-meal is cooked in the schools vi) Play ground vii) Arrangements for securing the school building by boundary wall for tanking	
3. Minimum Number of Working Days / Instructional Hours in an Academic Year	i) Two hundred working days for first class to fifth class ii) Two hundred & twenty working days for sixth class to eight class iii) Eight hundred instructional hours per academic year for first class to fifth class iv) One thousand instructional hours per academic year for sixty class to eighth class	

Item	Norms and Standards
4. Minimum Number of Working Hours Per Week for the Teacher	• Forty five teaching including preparation hours
5. Teaching Learning Equipments	• Shall be provided to each class as required
6. Library	• There shall be a library in each school providing newspaper, magazines & books on all subjects, including story books
7. Play Materials, Games and Sports Equipments	• Shall be provided to each class required

Source : The Gazette of India, 2009.

Quality Criteria Specified By NAAC

Like other developed countries India (developing) has one of the largest 'Higher Education' systems in the world; which is mainly controlled by the UGC & Councils. In one side where UGC look into the coordination, determination, & maintenance of standards & grants of an educational institution, parallel on the other side Councils supervise the course recognition, promotion of professional institutions & providing grants to under graduate programmes & various awards. After made a great progress of our country in higher education, then also lack of finance, low quality research, defective curriculum & examination system, number of insufficient institutions and staffs deteriorating the standards of quality education. For the SD in higher education NAAC specified some quality norms which are given bellow:

NAAC Quality Indicators

Criterion	Key Indicators
1. Infrastructural Facilities in the School	• Curricular design and development • Academic flexibility • Feedback on curriculum • Curriculum update • Best practices in curricular aspects
2. Teaching Learning and Evaluation	• Admission process and student profile • Creating to diverse heads • Teaching learning process • Teacher quality • Evaluation process &reforms • Best practices in teaching, learning & evaluation
3. Research, Consultancy and Extension	• Promotion of Research and • Consultancy • Extension activities • Collaborations • Best practices in research, consultancy & extension

Criterion	Key Indicators
4. Infrastructure and Learning Resource	• Physical facilities • Maintenance of infrastructure • Library as a learning resource • ICT as a learning resources • Other facilities • Best practices in the development of infrastructure &learning resources.
5. Student Support and Progression	• Student progression • Student support • Student activities • Best practices in student support & progression
6. Governance and Leadership / Organization and Management	• Institution vision & leadership • Organization arrangements • Strategy development & deployment • Human resource management • Financial management & resource mobilization • Best practices in governance & leadership
7. Innovative Practices / Healthy Practices	• Internal quality assurance system • Inclusive practices • Stakeholder relationships

Source : NAAC, 2009.

Quality Indicators of Education and SD

Quality indicators can be divided into three classes : Educational Inputs, Educational Outputs and Educational Processes. Inputs include financial measures, physical measures, &manpower measures associated with the resources that are provided for students at each educational level. Financial measures are generally summarized by educational expenditures per student. Physical measures include the age, condition, & comprehensiveness of such facilities as classrooms, laboratories, & libraries & the provision & use of international materials & equipment. Manpower or human resource measures include the number of personnel of different types, often expressed as ratios in relation to student numbers at each level. They also include background information about these personnel such as educational qualifications, experience and perhaps knowledge competencies & attitudes (Murnane, 1987). Within these perspective, quality indicators are relevant to clarify the educational approaches & to evaluate the quality of those approaches in terms of their relevance to promote SD. The integration of ESD in formal education has been recognized as important; similarly the use of Quality Indicators of Education and Sustainable Development (QIESD) is crucial to implement the Millennium Development Goals (MDG).

Conclusion

At present time Indian education system has come across a long distance& the old traditions have undergone a makeover to produce an ecosystem which is evolving every single day. Efforts like the SSA aim at making education & good quality of life for today's children possible by providing community owned school systems. Another indicator of a brighter tomorrow is the Right of Children to free and compulsory education. Initiatives like the Right of Children to free and Compulsory Education Act have provided an impetus to growth & progress by laying special emphasis on elementary education in India. Education is a fundamental human right. QE guarantees developmental sustainability of nations. Social, economic & political crises or disasters have direct correspondence with poor education children &youth are receiving. In other words, insecurity is the current phenomenon in India educational institution from lack of QE. Thus, the only panacea to security & future of our youth as well as for the SD of QE. QE is therefore synonymous to national security, safe & productive society, abundant opportunities, legitimacy & responsibility. Most of the things we are exposed today, there are two sides of the education system in India – both good & bad, which has made it a subject of many essays & a lot many discourses. Large investments in the education system truly make us believe that the children of India will get off the streets & start making education in their mainstay for a successful & secure life.

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ANALYSIS OF CRR SINCE INDEPENDENCE

Namrata Anand
Research Scholar, Dept. of Economics, Dayalbagh Educational Institute, Agra, Uttar Pradesh
Email : namrata.anand27@gmail.com

ABSTRACT
Monetary policy is the process by which monetary authority of a country controls the supply of money in the economy by exercising its control over interest rates in order to maintain price stability and achieve high economic growth. In India, the central monetary authority is the Reserve Bank of India (RBI). RBI is responsible for maintaining price stability in the economy control expansion of bank credit, equitable distribution of credit, promote efficiency, reduce rigidity and so on. The major instrument of monetary policy is Cash Reserve Ratio (CRR). This paper analyse variations in CRR since independence also enlighten the causes responsible for it.

Key Words : *Monetary Policy, Reserve Bank of India, Cash Reserve Ratio*

Introduction
    A policy which influences the public stock of money substitute of public demand for such assets of both that is policy which influences public liquidity position is known as a monetary policy.

    Monetary policy is the process by which the monetary authority of a country controls the supply of money, often targeting a rate of interest for the purpose of promoting economic growth and stability. (Prof. Harry Johnson). A policy employing the central banks control of the supply of money as an instrument for achieving the objectives of general economic policy is a monetary policy (A. G. Hart).

    From all these definitions, it is clear that a monetary policy is related to the availability and cost of money supply in the economy in order to attain certain broad objectives. The Central Bank of a nation keeps control on the supply of money to attain the objectives of its monetary policy.

The Reserve Bank of India has various tools to control and maintain liquidity in the market, such as Cash Reserve Ration (CRR), Statuary Reserve Ration (SLR), Bank Rate, Repo rate Reverse Repo Rate etc. One of important instruments is CRR.

    The Reserve Bank of India (RBI) Deputy Governor Subir Gokarn, on Tuesday (2012), said that the Cash Reserve Ratio (CRR) had multiple attributes. It clearly had merits from a regulatory point of view, he added. Dr. Gokarn's statement came a day after Chairman of the country's largest lender, State Bank of India (SBI) Pratip Chaudhuri, reiterated that the cut in CRR was the most effective instrument to cut interest rates. The CRR is an instrument with multiple attributes. It is a tool to manage liquidity, which is often an end in itself, but can also have monetary implications," said Dr. Gokarn in an interview with The Hindu.

Cash Reserve Ration (CRR)

CRR : Cash Reserve Ratio (CRR) is the ratio of deposits banks must maintain with the Reserve Bank of India. In other words Cash reserve Ratio (CRR) is the amount of funds that the banks have to keep with the RBI.

Cash reserve ratio is regulated by Central bank of India i.e., RBI. RBI is maintaining economic stability in India by adjusting monetary policy. The main and very effective instrument of monetary policy is Cash Reserve Ratio (CRR). Cash Reserve Ratio is the percentage of funds that a commercial and schedule banks excluding regional and rural banks have to keep with RBI. The main motive to maintain the CRR is to keep a bank liquid at any point of time. Whenever banks keep low CRR it increases the availability of the money with the bank for credit in the system. This forces interest rates and interest rates goes down, and also when the money is available with the bank and if it is ready to give the loan to the different industries and people at lower interest rate. Whenever the RBI upsurges CRR the amount of credit at the banks comes down automatically. Generally CRR is maintained by RBI to control the liquidity in the market and keep banks in a liquid form. CRR controls inflation also.

Table 1. Volatility in CRR Since Independence
Cash Reserve Ratio* - Chronology of Events

Effective Date	Rate
05-07-1935	(a) 5.00% of DL
	(b) 2.00% of TL
06-03-1960	(a) 5.00% of DL
	(b) 2.00% of TL @
06-05-1960	(a) 5.00% of DL
	(b) 2.00% of TL @
11-11-1960	(a) 5.00% of DL
	(b) 2.00% of TL
16-09-1962	3.00
29-06-1973	5.00
08-09-1973	6.00
22-09-1973	7.00
01-07-1974	5.00
14-12-1974	4.50
28-12-1974	4.00
04-09-1976	5.00
13-11-1976	6.00
14-01-1977	6.00 @
01-07-1978	6.00 @
05-06-1979	6.00 @
31-07-1981	6.50
21-08-1981	7.00
27-11-1981	7.25

Effective Date	Rate
25-12-1981	7.50
29-01-1982	7.75
09-04-1982	7.25
11-06-1982	7.00 @
27-05-1983	7.50 @
29-07-1983	8.00 @
27-08-1983	8.50 @
12-11-1983	8.50 @
04-02-1984	9.00 @
27-10-1984	9.00 @
01-12-1984	9.00 @
26-10-1985	9.00 @
22-11-1986	9.00 @
28-02-1987	9.50 @
23-05-1987	9.50 @
24-10-1987	10.00@
23-04-1988	10.00@
02-07-1988	10.50@
30-07-1988	11.00@
01-07-1989	15.00@
04-05-1991	15.00@
11-01-1992	15.00@
21-04-1992	15.00@
08-10-1992	15.00@
17-04-1993	14.50
15-05-1993	14.00
11-06-1994	14.50
09-07-1994	14.75
06-08-1994	15.00
11-11-1995	14.50
09-12-1995	14.00
27-04-1996	13.50
11-05-1996	13.00
06-07-1996	12.00
26-10-1996	11.50
09-11-1996	11.00
04-01-1997	10.50
18-01-1997	10.00
25-10-1997	9.75
22-11-1997	9.50

Effective Date	Rate
06-12-1997	10.00
17-01-1998	10.50
28-03-1998	10.25
11-04-1998	10.00
29-08-1998	11.00
13-03-1999	10.50
08-05-1999	10.00
06-11-1999	9.50 @@
20-11-1999	9.00
08-04-2000	8.50
22-04-2000	8.00
29-07-2000	8.25
12-08-2000	8.50
24-02-2001	8.25
10-03-2001	8.00
19-05-2001	7.50
03-11-2001	5.75
29-12-2001	5.50
01-06-2002	5.00
16-11-2002	4.75
14-06-2003	4.50
18-09-2004	4.75
02-10-2004	5.00
22-06-2006	5.00
23-12-2006	5.25
06-01-2007	5.50
17-02-2007	5.75
03-03-2007	6.00
14-04-2007	6.25
28-04-2007	6.50
04-08-2007	7.00
10-11-2007	7.50
26-04-2008	7.75
10-05-2008	8.00
24-05-2008	8.25
05-07-2008	8.50
19-07-2008	8.75
30-08-2008	9.00
11-10-2008	7.50
11-10-2008	6.50

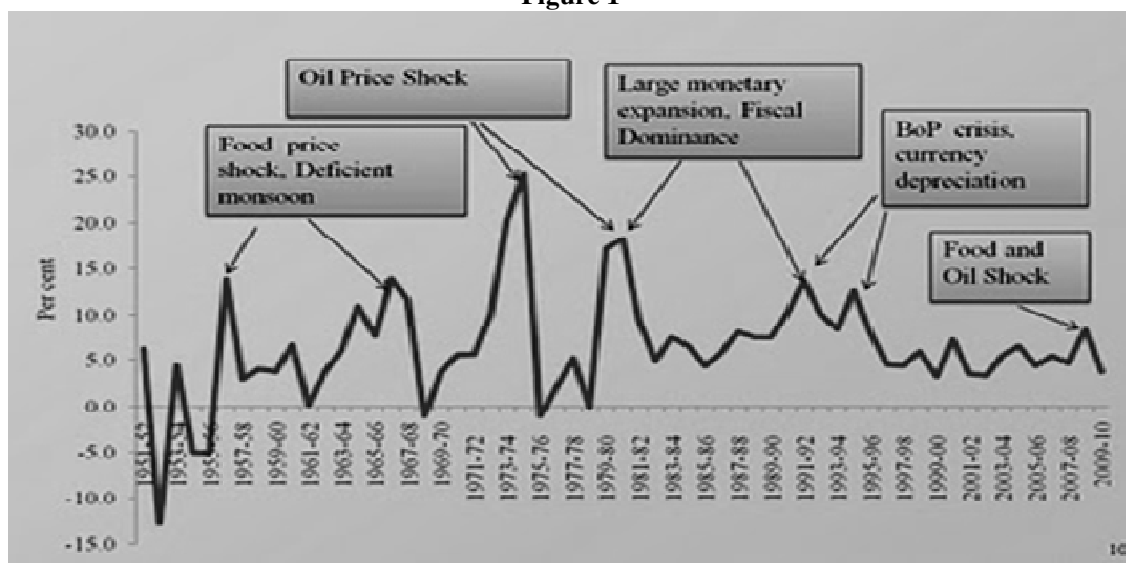| Effective Date	Rate
25-10-2008	6.00
08-11-2008	5.50
17-01-2009	5.00
13-02-2010	5.50
24-04-2010	6.00
28-01-2011	5.50
10-03-2012	4.75
22-09-2012	4.50
03-11-2012	4.25
09-02-2013	4.0

Figure 1

Table 1 shows the volatility in CRR since independence. It is clear from the table that the CRR since independence continuously intensifying and it in its peak point at 15% in the year 1991-1992 and then its start dwindling, again in the year 2008 it starts mounting. The reason behind this volatility is the Balance of Payment crisis in 1991-92 and Global Financial crisis in 2008.

Table 1 depicts that CRR frequently changes since independence. After independence the crucial need of India is to remove- poverty, unemployment, hunger, malnutrition etc., so to combat with this serious situation the Governments of India adopt the policy of huge expenditure in the economy. In result there is a massive increase in money supply in the economy. In first five year plan money supply was 10.3%. In second five year plan Net National Product (NNP) of the economy was only 21.5% but money supply reached at 29.4% and prices raised by 35.0%. In third five year plan NNP

falls at 11.8% and money supply reached at 57.9% and prices were at 32%. The reason of continuously increased money supply and inflation was unplanned expenditure by the government of India. The result of unplanned expenditure causes huge money supply in the economy and this creates severe inflation in India. (See figure 1). To combat the problem of continuously rising inflation in India Reserve Bank of India (RBI) increases the CRR rate and this rate was at its highest point (15%) in the year 1991-92 (See Table 1). The reason behind is that the unplanned expenditure by the government and balance of payment crisis in 1991. To combat this serious problem, India adopts the policy of economic reforms and LPG i.e., Liberalization, Privatization and Globalization. After reforms the Indian economic condition was in little bit better, but again due to global financial crisis in 2008 the Indian economy again affected severely and the problem of inflation again rises due to food and oil prices. Again CRR increased by government of India to battle the inflationary pressure in the economy. In present time the CRR rate was 4%.

Conclusion

In conclusion we can say that CRR is the main and very effective tool for maintaining the liquidity in economy. There are various fluctuations in CRR since independence in India to regulate money in the economy. Major changes occur in CRR in the year 1991 and 2008 due to BOP crisis and Global Financial crisis respectively.

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ANNIHILATING ARROGANCE: INDIAN APPROACH TO CONSTRUCTIVISM IN TEACHER EDUCATION

Mohammad Shaheer Siddiqui
Assistant Professor, Dept. of Education, Visva-Bharati University, Santiniketan, West Bengal
Email : mdshaheersiddiqui@gmail.com

Abstract

There is no harm to teach children applying no methods at all because children are pure by nature and they are more energetic, positive, constructive and morally advanced as compared to their teachers. It is wrongly interpreted that teaching is that process in which a more mature person educates less mature personality. Here maturity should belong to the traits and qualities of a person who teaches. In today's world ICT has brought the bulk of information at the door of the learner. Teaching only facilitates the learning. There are certain questions regarding current constructivist ideology; what will happen if man is considered the creator of knowledge and he is unable to answer all the questions of children? Is it not the negation of any Divine presence behind every act of knowledge? Is it not the arousal of utter arrogance behind the statement that knowledge can be created by man and he is the creator? Do we really know the meaning of knowledge what we call the creation of man? Indian tradition demarcates between knowledge and information, wisdom and dogmatism, arrogance and learning. Just to think in a new way is not the constructivism rather to meditate over our thinking process will lead us towards constructivism. It lies on the part of the teacher how he educates his pupils towards constructive thinking. But without the elimination of destructive ideas constructive thinking is not possible. Just blind follow-up of Piaget, Bruner, Vyogetsky and other constructivist thinkers will be a haste decision without making the approach suitable to Indian conditions. This paper discusses the importance of constructivism in teacher education in the light of Indian Philosophical thoughts, humanistic and Divine approach to education.

You see things; and you say 'why?' But I dream things that never were; and I say 'Why not?'
- George Bernard Shaw (Back to Methuselah, 1921)

Constructivist teaching is based on the belief that learning occurs if learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners derive the meaning of the words and phrases they hear. Constructivist teaching fosters critical thinking and creates motivation and independence in learner. A constructivist teacher and classroom differ from a traditional classroom normally on two basis: (1) the learners are interactive and student-centred and (2) the teacher facilitates a process of learning in which students are

encouraged to be responsible and autonomous. There are certain other peculiarities of constructivism we can discuss.

Characteristics of Constructivism

Constructivism in Education draws its concept from the works of Piaget (1977) and Kelly (1991). Learning in all subject areas involves inventing and constructing new ideas as is observed by Zemelman, Daniels, and Hyde (1993) Following are the main characteristics of constructivism. For the sake of convenience it may be divided into two parts.

Constructivist Thinking

a) Teachers create environments in which children construct their own understanding.
b) Learning, in an important way, depends on what we already know.
c) New ideas occur as we adapt and change our old ideas.
d) Learning involves inventing ideas rather than mechanically accumulating facts.
e) Meaningful learning occurs through rethinking old ideas.
f) Coming to new conclusions about new ideas creates conflict with our old ideas.
g) Constructivism uses a Process Approach.
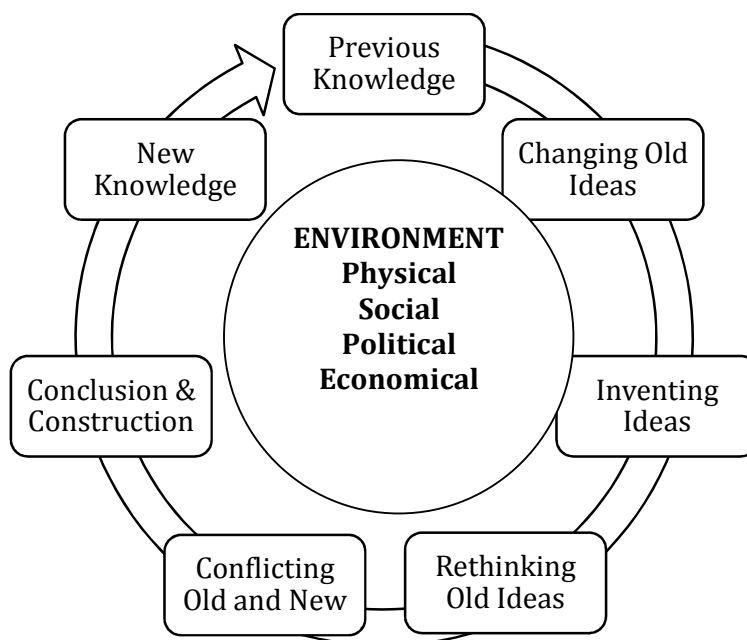
Fig. 1 : Constructive Thinking

Similarly following are the characteristics of constructive teaching-learning process in a classroom where teacher and students are active participants in various learning negotiations.

Constructivist Teaching
1. Constructivist teaching involves negotiation.
2. A constructivist classroom is student-centered.
3. The teacher in a constructivist classroom is a researcher.
4. Students and teachers are interactive in a constructivist classroom.
5. Organization and management of a constructivist classroom are democratic.
6. Power and control in the constructivist classroom are shared.
7. Democratic discussion, brain-storming, project works, action-research.
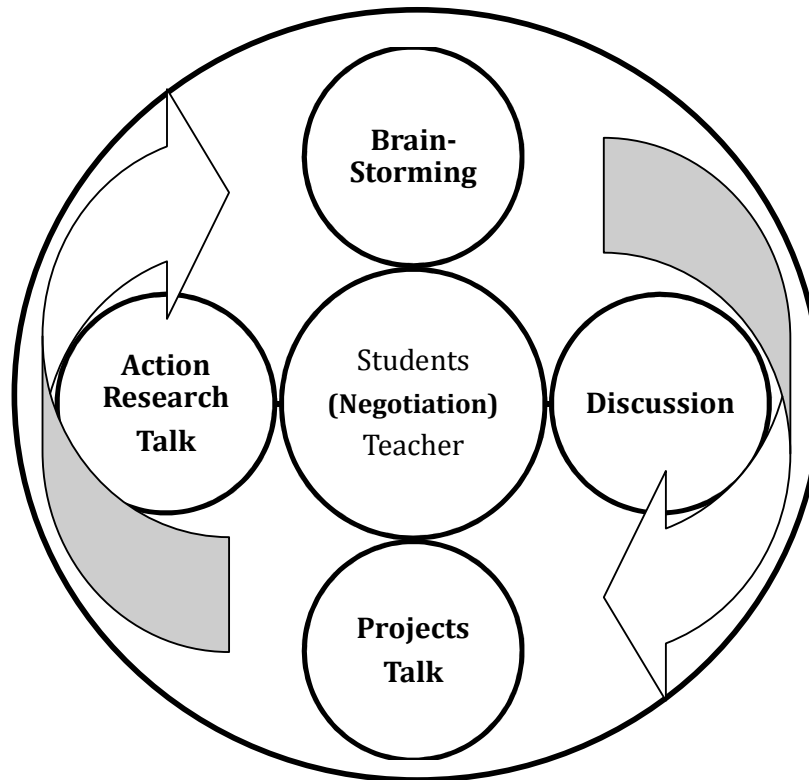
Fig. 2 : Constructivist Teaching in Classroom

In a traditional curriculum, a teacher transmits information to students who passively listen and acquire facts. In a transactional curriculum, students are actively involved in their learning to reach new understandings. In a traditional classroom, an invisible and imposing, at times, impenetrable, barrier between student and teacher exists through power and practice. The democratic and interactive process of a constructivist classroom allows students to be active and autonomous learners. Using constructivist strategies, teachers are more effective. They are able to promote communication and create flexibility so that the needs of all students can be met. The learning relationship in a

constructivist classroom is mutually beneficial to both students and teachers. A constructivist approach contributes to one's ability to observe and listen in the classroom. Constructivist teachers develop skills and abilities to empower students and to make them feel competent and significant. Thus in traditional concepts students were passive learners but in constructive approach students become active participants and creative thinkers. In a constructivist classroom, by contrast, the teacher and the student share responsibility and decision making and demonstrate mutual respect.

## Construction of Knowledge in Constructivism

Learners are actively involved in a process of teaching and learning. They do not passively accumulate stock pile of information. Learners make the meaning of the words listened after negotiation through the process of discussion, brain storming etc. and finally call it a piece of knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners. Constructivism is a view of learning based on the belief that knowledge isn't a thing that can be simply bestowed by the teacher to the students in their desks. Rather, knowledge is constructed by learners through an active, mental process of thinking, discussion and implying previous experiences. Thus learners are the builders and creators of meaning and knowledge. Piaget (1977) declares that learning occurs by an active construction of meaning, rather than by passive listening. We make sense of the new information by associating it with our previous knowledge, that is, by trying to assimilate it into our existing knowledge. When we are unable to do this, we accommodate the new information to our old way of thinking by restructuring our present knowledge to a higher level of thinking. Figure 2 shows this process of knowledge construction.

Similar to this is Kelly's theory of personal constructs (Kelly, 1991). Kelly proposes that we look at the world through mental constructs or patterns which we create. We develop ways of interpretation or understanding the world based on our experiences. When we encounter a new experience, effort to fit these patterns over the new experience is started. For example, we know from experience that when we see a red traffic light, we are supposed to stop. The point is that we create our own ways of seeing the world in which we live; the world does not create them for us. In new learning we accommodate our experiences too.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions of teacher for building a concept. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences.

Knowledge as Information (the outcome of ICT)

National Knowledge Commission defines knowledge as the paradigm that includes five key areas shown in the Figure 3.
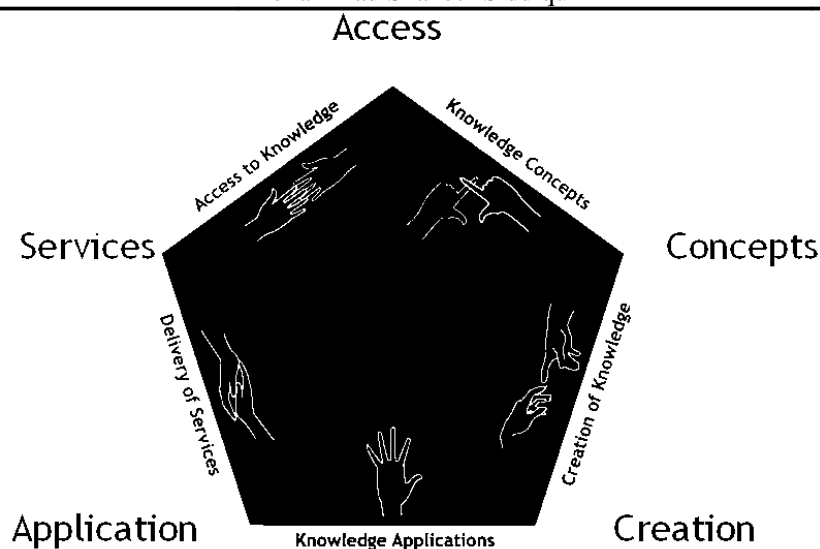
Fig. 3 : Knowledge Paradigm by NKC

These five areas are concerned with five activities that can be best formulated with the use of ICT. To define the concept of knowledge NKC clarifies "Knowledge concepts are organized, distributed and transmitted through the education system. It is through education that an individual can make better informed decisions, keep abreast of important issues and trends around him or her.

NKC describes the creation of knowledge as-

"A nation can develop in two ways – either it learns to use existing resources better, or it discovers new resources. Both activities involve creation of knowledge. This makes it important to consider all activities that lead to the creation of knowledge directly or help in protecting the knowledge that is created. Knowledge can be productively applied to promote technological change and facilitate reliable and regular flow of information."

Thus knowledge is information in the light of past experiences. The more the stock-pile of information, the higher the knowledge we get and vice-versa.
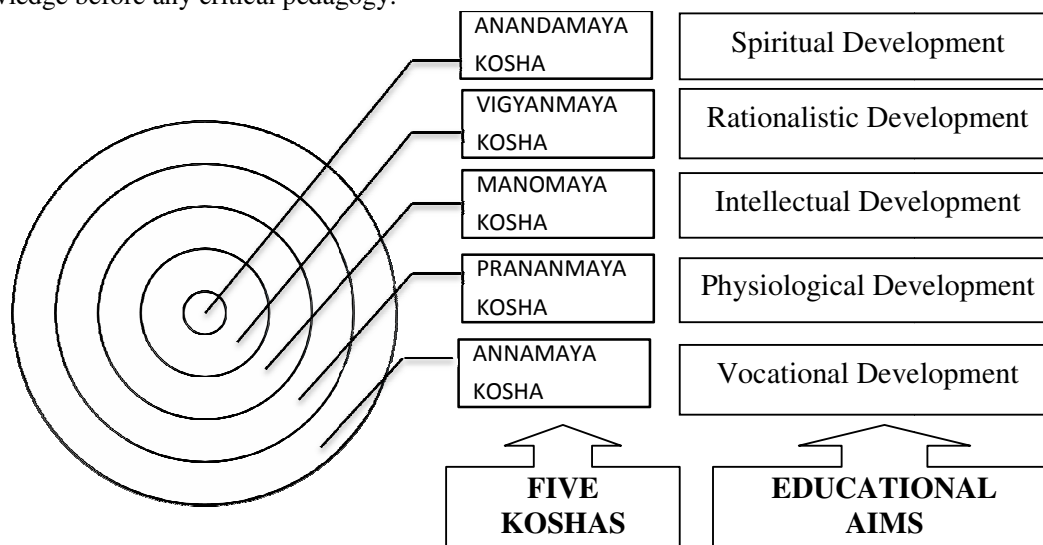
Knowledge as an Attribute : Indian Perspective

Only the collection of information must not be called knowledge. Swami Vivekananda said, "Had the knowledge and information been the same thing, encyclopaedias and libraries would have been the great saints and mahatmas." Thus knowledge is a specific entity which is above the mere collection of information about the various aspects of this world. All the treasures of ancient and medieval Indian philosophical thoughts from Upanishads to Gita and Buddhism to Sufism, define knowledge as that power through which Reality can be seen.

There are five repositories of knowledge called 'Koshas' mentioned in Tatriyopnishad, Chap. II– V. Educationists derived from them the objectives of education. These Koshas are : 1. Annaamaya, 2. Pranamaya, 3. Manomaya, 4.Vigyanmaya and 5.Anandmaya

Upanishads provide a multi-dimensional approach to knowledge acquisition. Five objectives cover all the aspects of life and hereafter. In Indian Philosophical traditions knowledge is not a stock of concepts or principles to learn rather it emphasises on the 'mental preparation' for realizing knowledge before any critical pedagogy.

ANANDAMAYA KOSHA	Spiritual Development
VIGYANMAYA KOSHA	Rationalistic Development
MANOMAYA KOSHA	Intellectual Development
PRANANMAYA KOSHA	Physiological Development
ANNAMAYA KOSHA	Vocational Development
FIVE KOSHAS	EDUCATIONAL AIMS

Fig. 4 : The Five 'Koshas' in Human Body and Educational Aims

Similarly, Islamic Philosophy of education also declares "Knowledge is the special attribute of God. Of all the creatures only man is bestowed with this quality. Thus knowledge is the special quality of man which can be obtained only through special blessings of God." Amarkosha makes distinction between 'Gyan and Vigyan (Knowledge and Science). Gyan is concerned with the aim of salvation from a number of bondages and develops man to reach the pinnacle of Real knowledge while Vigyan (Science) is concerned with the knowledge of practical needs of worldly life.

Knowledge itself is a quality. Just by mutual discussion and collaboration of interpersonal experiences, new ideas may emerge but knowledge is different from it. Ideas vary with the changing nature of perception and environmental factors. Knowledge is an attribute and product of purified body, mind and heart. Modern Psychology also believes that basic instincts play important role in knowledge acquisition. McDougall's theory of Basic Instincts, Freud's concept of Libido, Adler's and Jung's views all reflect the same ideology less or more. In Indian perspective learning is the process of purification and knowledge is the purified outcome of learning. Buddhism, Jainism, Islamic Philosophy and Sufism all support it. There are basic obstacles to learning due to basic instincts.

Learning as Purification of Behaviour

Knowledge as an attribute enthrones the heart. The purification is required at heart which controls all the affairs related to quality in education. When any organ of the body becomes sick doctors

provide medicines as well as put the organ under precautions such as light food, boil water, no spices etc. This is the two way process to cope with the disease. In the same way heart is the most important organ in the body. The health of the entire system of body depends upon the working of heart. Behaviour is the external means through which working of heart is exposed at the same time it is the internal tool for continuous evaluation of the knowledge gained. Your behaviour is the real test of your learning and knowledge. Behaviour is also the mirror of the heart which reflects the internal picture. Content to be learnt is the outer material while intention, need, interest & motivation are the internal conditions of learning but most important is the quality of receptor part which is behaviour. There are various ailments of heart which hampers learning, arrogance is the foremost. Sufism explores ten diseases of heart as –

Table 1. Common Diseases of Heart Hampering Knowledge Acquisition

	Arabic Term	Meaning	Interpretation	Symptoms in Behaviour
1	Kufr	Blasphemy	To speak in contradiction of God	Lack of Honesty
2	Takabbur	Arrogance	Pride of knowledge or wealth	Dogmatism
3	Haraam	Prohibition	Wrong deeds prohibited by God	False Speaking
4	Fasik	Falsehood	Telling Lies and escapism	Taking an Oath frequently
5	Gheebat	Back-biting	Speaking ill of others	Too much verbosity
6	Bughz	Ill-will	To have grudge against others	Planning to harm others
7	Be-Imaani	Dishonesty	To do wrong for self benefit	Shrewdness in speech
8	Hasad	Jealousy	To be jealous of others' success	Fault finding with others
9	Hirs	Greed	Uncontrolled desires	Restlessness and worried
0	B'ad-akhlaqi	Wickedness	Hurting others by conduct	Harshness in speech

Annihilating Arrogance for Construction of Knowledge

Arrogance or Ego is the biggest enemy to knowledge. Construction is a positive term and if arrogance of any kind mixes with it the results are always negative which have long term effects. Great teachers of Vedantic and Sufistic System suggest first step to root out the arrogance from heart and cultivate humility and traits of mankind.

Take the example of six seekers who came to Risi Pippalad to ask questions regarding Mystic knowledge. The Rishi did not reply all at once and directly on the spot rather he said, "Stay here a year longer with penance, abstinence and faith; then you may ask questions according to your pleasure, and if we know them, we shall tell you all."(Prashna Upanishad). In the words of Pippalad two things are most important indication-

1. Faith in Guru is fundamental condition which is nourished by self discipline and humbleness in behaviour. The aggressive attitude, dogmatic arguments and impatient behaviour obstruct the ways to acquire knowledge.

2. Arrogance of knowledge eats the entire fruits of knowledge. In spite of having the ocean of knowledge in the breast the Risi uses the statement with humbleness, "If we know." This indicates that absence of arrogance is actually the pre-condition of knowledge acquisition.

Arrogance is the prime enemy of knowledge. The Qur'an describes the fall of Azazeel from the highest seat of learning to the darkest ditch of ignorance just because of the arrogance of learning and

he came to be known as satan, the most condemned and cursed. The downfall of Ravana was also due to arrogance. Sufis contemplate continuously their self (nafs) and refine it to annihilate arrogance. The spiritual relationship between teacher and pupil described in Kathonishad in the prayer recitation at convocation ceremony is the finest example of killing arrogance in learning.

- Sahana vavatu- May God protect us (Teacher and Pupil) both.
- Saha nau bhunaktu- May He nourish both of us in learning.
- Saha viryam karavavahai- May we work together and increase each other's energy and glory.
- Tejasvi navadhitamastu- May we both be vigorous by study and learning.
- Ma vidvisavahai- May we never hate each other or never be jealous of each other's progress.

Such beautiful description of teacher-pupil relationship is very hard to find elsewhere. Cultural and social progress is unthinkable without mutual cooperation, love and coordination in educational process between teacher and pupil. They are bound, in Vedandic system of education, by the bond of sanctity and spirituality. The word 'saha' indicates well-coordinated relationship between the two. The role of teacher and his personality cannot be delimited or underestimated if constructive learning is required.

The great Sufi master Sheikh Abdul Qadir Jilani, wrote in his renowned book 'Ghunniyat-ut-Talibeen, "Adopt the company of that teacher who make you free from five things and instil in you five elements as follows,

1. He removes from your heart worldly greed and implants the fear of God. It is 'Zuhad'.
2. He removes the imposterity of action (Riya) and teaches the purity of intention. (Ikhlaas)
3. He digs out the arrogance (Takabbur) and furnishes the heart with Hospitality (Tawazo).
4. He takes disciples from the ditch of ignorance and brings them to the acme of knowledge.
5. He saves his disciples from laziness and misuse of time, and prepares them to learn and spread the refined knowledge with its application.

The purpose of first four duties in Brahmcharya Ashram, in ancient India, was solely based on the destruction of arrogance. Vedic studies was the last step viz.

1. Fetching Fuels (Samidh)
2. Tending Fire (Agniparicarya)
3. Begging (Bibhikse)
4. Tending Cattle (Samvraja)
5. Vedic Studies (Svadhyaya)

The motive behind the system of begging and service to lower kind of creatures (as animals, birds) was to produce a sense of humility in the mind of the student by subduing his pride.

Constructive Thoughts for Constructive Teaching

Vedantic Philosophy and Sufism both believe in positive and constructive learning because the modification of negative elements is also possible if we consider learning just the modification of behaviour. For example, learning of computer for excellence in education and human welfare is positive learning but to learn the misuse of computer as cybercrimes, is also learning. Sufism therefore avoids the evil aspects of learning simultaneously, by purifying the behaviour. Construction of knowledge is not only the generation of new ideas rather it is the construction of human values, wisdom, love, fraternity, happiness and humility and simultaneously destruction of hatred, blasphemy,

mental and physical violence, jealousy and so on. The task of education is to generate virtues in student and values in the contents under study. The generation of Social, Political and Economical values are concerned with the curriculum, only that pupil can adopt this value who has virtues to understand and apply them in his life. Thus first task of the educational process is to excavate and refine virtues. The effectiveness of teaching as well learning is thus the function of three elements.

Effectiveness = f (Human Skills, Human Behaviour Educational Technology)

Teacher education is not just an activity or profession of teaching rather it is a responsibility. Teacher in Indian culture and Philosophy is highly reverent personality because of his extraordinary traits. The role of teacher becomes more important in modern India as compared to ancient times when see the impact of increasing materialism and fanaticism on our educational arena, in the name of reforms and reconstruction.

Our schools and universities have become the factories where students are treated as consumers and products whose quality is measured not on the basis of knowledge and attributes but on the basis of the market demand of that information which they possess in the form of degrees. They are restless, and they have lost the tranquillity and composure of body, mind and spirit so they seek it in open hostility, plunder and cold blooded murders of their fellow beings in schools, campus and market places. People kill others because they are afraid of them lest they should kill them. Our perception needs a holistic view of education because blood is very less to shed now and weapons are more in weight and measure. Modern Education is vanishing something which is responsible to the largest extent for such a scenario. It is the role of teacher. There is a prime need to revive and reshuffle teaching as per the need of the day. For an effective and efficient teacher five qualities are required. It is also shown in figure 4.
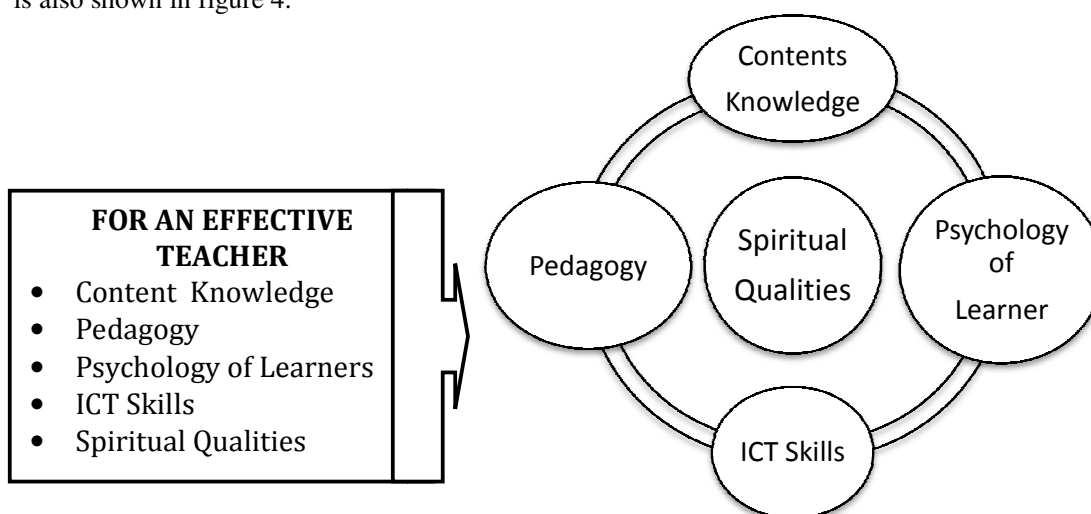
FOR AN EFFECTIVE TEACHER
- Content Knowledge
- Pedagogy
- Psychology of Learners
- ICT Skills
- Spiritual Qualities

Contents Knowledge

Pedagogy

Spiritual Qualities

Psychology of Learner

ICT Skills

Fig. 5 : Skills for the Quality in Teacher Education

Here spiritual qualities are at centre for the assurance of quality of personality and four other skills indicate the quality of teaching and learning. The collaboration of both the aspects ensures the quality of education.

Conclusion

Modern concept of constructivism in education advocates the freedom of discussion in the classroom and utilization of analytical ability in reaching a conclusion. Previous experiences, old ideas, objects of learning and negotiation with the views of teacher and cheery environment are the supporting elements. The outcome is considered as new ideas or construction of knowledge. Indian perspective for knowledge is different. Knowledge is the attribute and virtue of man. It is quality itself. Sufism defines it in the light of Qur'an that it is the finest attribute of God Himself. Entire system of Indian education from ancient to medieval advocates the need of preparation for knowledge first because the sickness of heart and evils of basic instincts create hamper in learning. Arrogance is the root of all evils. If man says that he can construct knowledge which is the attribute of God, it means he is in utter ignorance. Knowledge can only be received and realized at purified heart. Without refining heart no knowledge is constructive. Constructivism in Indian terminology is not just the innovation of ideas or instruments rather it is a blend of reverence for elders, optimism, positive thinking, universal fraternity, and love, tolerance, non-violence, respect for learning, and destruction of arrogance. Without destructing the diseases of heart and soul no construction is possible. Because satan is also constructing new ideas to destruct the humanity. Human constructivism should be guided by the Blessings and Intimacy of Divinity. It is reflected in Indian approach to constructivism by a blend of harmonious heritage of Vendanta and Sufism.

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ACCESS TO NATURAL RESOURCESS TO VULNERBALE AND MARGINALIZED COMMUNITY OF NEPAL – ANALYTICAL PERSPECTIVE

Jaymangal Parsad
Assistant Professor, Kathmandu School of Law, Kathmandu School of Law, Dadhikot, Bhakatpur, Nepal

Vijay Pd. Jayshwal
LL.B 4th year, Kathmandu School of Law, Dadhikot, Bhakatpur, Nepal
Email : vijayjayshwal@yahoo.com

Abstract

Jay Mazur (2000), Labor's New Internationalism, Foreign Affairs said, Globalization has dramatically increased inequality between and within nations. While there is agreement that globalization has both positive and negative effects, it is less clear exactly how these negative effects exert their impact on people's lives. Whether globalization is the cause of increased vulnerability or whether vulnerability is maintained by an inability to maximize the benefits of globalization is not clear. It is probable that both forces are at work. Thus vulnerable groups such as the elderly, the young, and the poor are already so marginalized that they cannot benefit from globalization, and are increasing in numbers as globalization increases the gap between rich and poor. In 2006, FAO's State of Food Insecurity in the World report estimated the number of undernourished people at 820 million – down by only 3 million compared to 1990–92. While reductions in undernourishment have been achieved in regions like Asia and Latin America, in sub-Saharan Africa the number of undernourished people has increased from 169 to 206 million between 1990 and 1992 and 2001 and 2003 (FAO, 2006a). One-third of Africa's population suffers from chronic hunger (FAO, 2006). Paradoxically, undernourishment significantly affects food producers in rural areas (Berthelot, 2005). In the rural areas of many developing countries, natural resources are an important source of food, both through direct consumption and through providing the basis for income generating activities (e.g. cash crops, forest products) that enable people to purchase food. Because of this, measures to improve access to resources are an important element of strategies for the progressive realization of the right to food. Yet, for a long time, human rights and resource-access literatures and practitioners operated in a compartmentalized way. Human rights arguments were the reserved domain of lawyers and human rights campaigners, and prioritized civil and political rights like freedom from torture or freedom of expression. Resource-access issues were traditionally tackled through diverse combinations of technical interventions and political mobilization — more rarely through human rights arguments.

Key Words : *Marginalization, Illusory of vulnerability, Resources, Political infants, Dignity.*

Overview

Natural resources are materials that are available in the natural environment, and they are sometimes referred to as primary resources. Examples of natural resources include water, air, plants, animals, etc. Natural resources may or may not be renewable, which means there is always a possibility that the universe will run out of certain kinds of natural resource at some point.[7] Since, it is natural everyone entitled to be equal share on it. But words of William James about the pragmatic view of anything disappear here. He says, the philosophical understanding and practical consequences gives strengthen to the people. Here, the people about whom we are talking don't entitled by the state machinery over those resources and they are being kept under the veil of injustice and marginalization. The access to naturally established resources assists them to uplift their fate and walk together in the nation building. It is primordial for them because they are the one who first have access over that. There were many shrinking conflict due to the natural resources.[8]

It was historic time in the history of human civilization when international community forgets their differences and sit together to speak up about the human rights.[9] It was day of 1948, when we proudly adopted Universal Declaration of Human Rights (UDHR) which affirmed the right of everyone to an adequate standard of living, including adequate food.[10] The Voluntary Guidelines to Support the Progressive Realization of the Right to Adequate Food in the Context of National Food Security, adopted by the Food and Agricultural Organization of the United Nations (FAO) Council in 2004 ("Right to Food Guidelines"), spelt out the implications of the right to food for a range of policy areas.[11] There is common origin and common ancestor of each human beings and on basis of this fact, we say human rights enshrine with everybody which doesn't make any distinction on caste, creed, color, sex, appearance, gender and many others which creates differences even out of sameness. These rights are the natural born rights for every human being, universally.[12] The philosophical fashion associated with the human right is one who advocates about the accessibility of natural resources particular for those people who become backward in the development. Nature has placed everyone with equal potentiality and values but someone uses his/her potentiality as optimum level while some didn't and after many years later that becomes issues of access to resources.[13] Marginalization and vulnerability is not creation of nature but the out product of our ill social system, biased governance, and greediness of individuals. Since it is mentioned by us, we have responsibility to make balance through giving access to marginalized and vulnerable people to the resources.

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[7] http://answers.ask.com/science/agriculture/what_does_natural_resources_mean accessed on 2013/07/09

[8] *"In Practise of Indigenous Rights"* , Published by ILO, 2009, pg-109

[9] Swapan Kumar Biswas, " *Gods,False-Gods And the Untouchables*" published by Smt maya Devi on the Behalf og Dalitbahaujan Intellectuals Forum of India,1999, pg-55

[10] Dr. S.N. DHYANI, *Fundamentals of Jurisprudence*, Central Law Agency Allahabad reprint 2007 Pg.260

[11] Access to Natural Resources, *"The Right To Food"* published by IIED, 2008 pg-01

[12] Yubraj Sangroula ," *Concepts and Evolution of Human Rights*: Nepalese Perspective" published by Kathmandu School of Law, 2005 A.D. pg-o3

[13] http://humanrightshouse.org/Articles/14735.html visited on2013/05/19

Who are the Vulnerable, Minorities and Marginalized groups ?

Dissolved Constituent Assembly has worked hard to redefine number of terms for securing their rights. There were several committees formed under CA for the healthy and constructive drafting of constitution. Committee on the Rights of the Minorities, Marginalized and Excluded Community after rigorous process of consultation with national experts on the topic, review of the international experiences including United Nations deliberations and intensive dialogue between the CA members came with the seven points which help to identified as minority, vulnerability, marginalized and excluded[14]:-
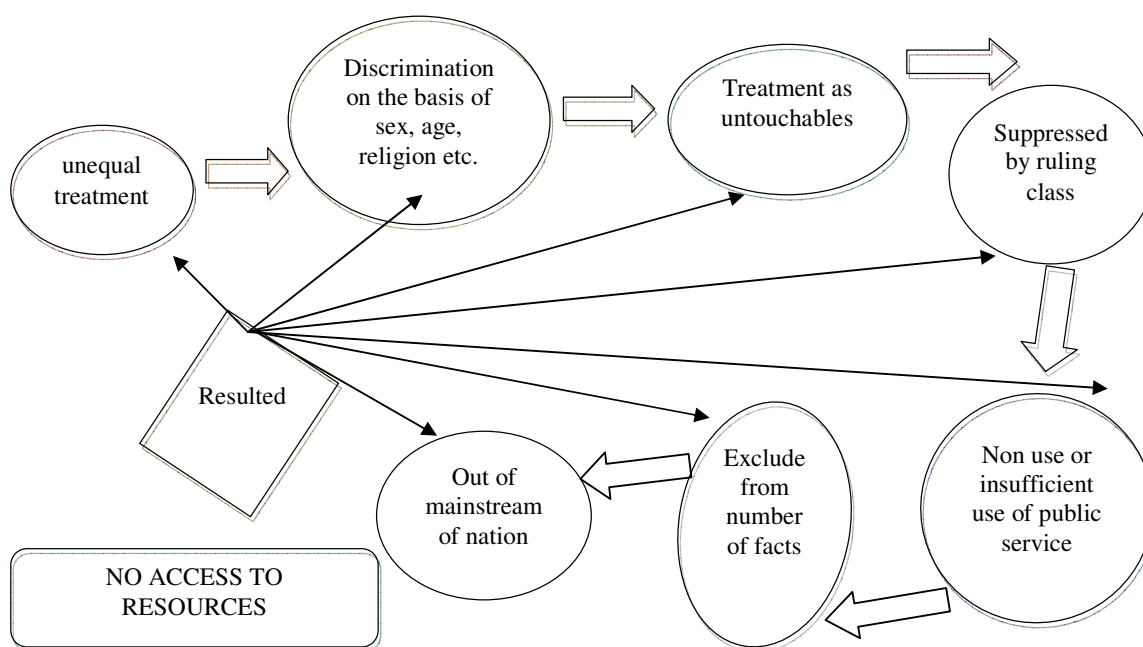
This above graphic representations shows the level of attention required for their development. The fundamental cause behind beings someone marginalized and vulnerability is due to lack of access to resources. In his famous article, Equality of What? Amrateya Sen has said where there is marginalization, exclusion, vulnerability there is no chance of protection of human rights. So first concern must be given to make everyone above the threshold of development in word of Dr. Yubraj Sangroula in his article, "Rights to Have Right" for exercise of other guaranteed rights. Both Sen and

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[14] "Social Inclusion and Protection of the Rights of Minorities, Indigenous People and Excluded Communities in the New Constitution" published by SPCBN/UNDP Kathmandu, pg-7

Sangroula are being agreed on the point of capability enhancement scheme and importance of education for it.[15] There is no hope for talking about the access to resources until and unless the marginalization, exclusion, vulnerability come to end. This is shameful for any nation.[16] The UN has adopted a number of important benchmarks with regards to minority, vulnerability, and excluded groups' rights. The ICCPR[17] (1966), ICESCR[18] (1966), CEDAW[19] (1986), and the General Assembly Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992) form the core body of international standards.[20] The Indigenous and Tribal Peoples Convention of the ILO 1989 (No.169) and the UN Declaration on the Rights of Indigenous Peoples by the General Assembly in 2007 are the international documents relating to the rights of minority and vulnerability. Nepal is party to these all instrument and shown full commitment to comply with the obligation arising from it. Section (9) of the Treaty Act 1990 also imposed duty upon the government of Nepal to treat these all international laws as like the national laws.

Alarming Fact of Vulnerability and Access to Resourcess

Who are the vulnerable and who don't have access to resources are objective reality and phenomenon than the subjective one. The vulnerability is crushed to the human history and it dilutes all rest of the potentiality and banned from the beneficial advantages of secured rights. There is continuous voice coming through all around world for fighting against the evil of vulnerability, hunger, starvation, poverty, violence, exclusion, marginalization and many others who have kept human rights at stake. People living in poverty are particularly vulnerable to the erosion of their resource base. During a sudden decline in resources, such as during a climate-related disaster, at the time of famine, at the time of food crisis, at the time of starvation and chronic of poverty poor households often cannot achieve even low consumption levels without having to deplete productive assets even further, whether these are livestock, family health or children's education. Hence, strengthening the livelihood resources of poor communities and households is a "no-regrets" approach to good adaptation while working towards local development goals.[21] Vulnerability is determined not

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[15] Dr. Yubraj Sangroula, 7th Economic, Social and Development Rights, reference kit, *"Rights to Have Rights"* published by Kathmandu School of Law, pg-23

[16] Ibid

[17] The International Covenant on Civil and Political Rights(1966)

[18] The International Covenant on Social, Economic Rights(1966)

[19] The International Covenant on the Elimination of All forms of Racial Discrimination (1986)

[20] *"Minority Rights Under the New Constitution",* published by Center for Constitutional Dialogue (2011),pg-03

[21] Arora Priyanka , *"Development Surge without Regard for a Life"* 1st eidt-2012 published by G.B.Pant University of Agriculture and Technology, ,page-174,para-02,line-15 the excess consumption of the products and natural resources are becoming the vital problem for the sustainability of the environment. Human beings are becoming more selfish and trying to fulfill all the desire through degrading or making harm to the environment. The centre of development must be the life of human being not the luxury of some people. The development projects must put more stress on the environment friendly project, economic sustainability and sociopolitical sustainability. The need for poor people must be the target of the development. In India, a million children die within the first 28 days of life which is quarter of such deaths worldwide. Of the lucky ones that are

only by exposure and sensitivity to climate, scarcity of food, no access to food shocks, but also by capacity to manage those shocks in a way that minimizes the negative impacts on livelihoods and allows achievement of development goals.[22] This capacity to adapt is shaped by access to and control over resources, as well as power to make decisions. Gender and marginalization are key factors in determining who has this power and who controls access to resources. Therefore, efforts to promote adaptation in communities must be gender-sensitive, based on the different roles, capacities and challenges that men and women face in sustaining their livelihoods in a changing climate.[23]

Infrastructure development is not only necessary but also a right of people for their prosperity. It is indispensable for the progressive transformation of every society. Each society must transform from the stage of status quo to stage of development through mitigating the problem of vulnerability and marginalization. Dr. Sangroula in his famous book, Jurisprudence (The Philosophy of Law, Oriental Perspective with Special Reference to Nepal)"[24]has said about the urgency of shifting of paradigm of each people residing in the countries. Many of the underlying causes of vulnerability result from women and other marginalized groups lacking voice in decision-making, in their communities, and sometimes even within their households. Marginalized groups should be empowered to lend voice not

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able to survive, 8.3 million babies are born underweight. Every third child of the world, who is underweight and is under the age of five is an Indian is the example given by Kunak Kochal and Manya Rastogi in the paper , " *Integrated Development for Happiness and Satisfaction"* published by the same university page-235

[22] ibid

[23]http://www.careclimatechange.org/tk/integration/en/step_by_step_guidance/design/addressing_underlying_causes_of.html accessed on 2013/07/8

[24] Dr. Yubraj Sangroula, *"Jurisprudence (The Philosophy of Law, Oriental Perspective with Special Reference to Nepal)"* page-260, para-02, line-02, published by Kathmandu School of Law, 1st Edit-2010, The over budgeting of the government in the field of infrastructure is misleading to the scholar for giving any concrete ideas about the development. There is wrong conception in most of the South Asian countries and developing countries about the development. We always give more concentrate on the infrastructure development such as, making "A" level roads, fine and fancy apartments; big-big MNCs company (Multi National Company) which has big negative impact on the environment. Theses sort of development only bring the material changes without concerning the life and security of the upcoming generations. Development and preservation of environment is the basic rights of people. Since most of the South Asian countries have put the environment and development rights under the directive principle and state policy under the constitution which lack the element of justiciability (legal enforcement). But in some of the most landmark cases in relation of the justiciability of development and environment rights or called in terms of international human rights instrument is Economic, Social and Cultural Rights has got the legal enforcement like in complaint No.31/2005 *European Roma Rights Centre V Bulgaria*,para-29 , the European Committee on Social Rights (ESCR) clarified that the ESC(Economic, Social Council) creates positive obligations on State, and the fulfillment of such rights " requires a positive intervention by the state: the state must take the legal and practical measures which are necessary and adequate to the goal of protecting the rights in question". These cases bring new hope for the economic, social and cultural rights and also for the development rights. So that development doesn't merely mean the infrastructural but also others too.

only to their challenges, but also their solutions. Empowering the most vulnerable to engage in local governance is key to ensuring that local plans and policies are responsive to their needs and priorities, and that they support their efforts to adapt. People of the small scale cultures, once labeled by colonist as tribes, natives, aborigines, or stone age peoples, Indians, and described as savage, primitive, uncivilized or barbarians, subhuman inferiors, non human savages or people without souls in the past have now changed themselves as Indigenous and they are the most vulnerable.[25] The visible reason of being vulnerable is of their rudimentary system of belief and perception. These groups never intended to rule anyone or to be ruled by anyone. They were happy and enjoying their small life with their own mode of lifestyle.[26] This is the 19th century industrialization and advent of scientific age which brought huge gap between the rich and poor. These people didn't get advantage of those science and technology and remain with their classical life and today they are the most vulnerable. They never become the attention of development. Today if any MNCs have to establish any industries, these people are the one who suffer more than the urban elites and their rights are being ignored since long time.[27] MNCs can violate, and have violated a wide range of human rights from civil and political to social, economic and cultural and could remain unaccountable for their conduct by exploiting the loopholes of existing regulatory regimes. The targeted groups for these MNCs are always vulnerable groups of society.[28]

Vulnerability of someone becomes the means of bargaining for the MNCs and they violate number of their rights. It is argued that poverty is the main cause and result of marginalization. Poverty (abject or extreme) is defined as living on less than the equivalent of US$1 a day. Absolute poverty is a situation where people can only meet the essentials for bare subsistence and are extremely vulnerable to life-threatening change. Poverty is also measured in terms of the gap between different standards of living. Such a measurement is referred to as relative poverty: when people have access to resources so far below those commanded by an average member of the same society that they are excluded from that society's ordinary functions.[29] 1.1 billion, people were living on less than $1 a day

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[25] Milan Shrestha , " *Indigenous and Nationalists Movement and Domestication of Indigenous and tribal peoples Convention 1989"* published by Nyayadoot (2065),pg-147

[26] Das Monomita Kundan , *"Delhi Law Review volume XXVII)*" year 2005 published by Faculty of law(University of Delhi) page-116,para-01,line-o3. There is traditional reluctance for the regulation of consumption and population. The view of Stuart Hart in his article published in the *Harvard Buisness review* wherein he states that, "the achievement of sustainability will mean billions of dollars in products, services, and technologies that barely exist today. Whereas yesterday's businesses were often obvious to their negative impact on the environment……………increasingly, companies will be selling solutions to the world's environmental problems" (Strategies for a sustainable World" Harvard Business review, 67, Jan-Feb 1997). The Indian supreme court had made land mark decision in the case of *Moulana Mufi Syed Md. Noorur rehman Barkati v State of West Bengal (AIR,1999 Cal 15) "the* noise pollution emanating from Namaz calls over microphones is violative of the fundamental rights enshrined in Article 19(1)(a) of the constitution. The court rejected the contention on the ground that no one can claim an absolute right to suspend others' rights or disturb their fundamental rights of sleep and leisure and citizens have a right to be protected against excessive sound

[27] Surya Deva , " *Human Rights Violations by Multinational Corporatios and International Law: Where from here"* published by Connecticut Journal of International Law (2003),pg-1/57

[28] Ibid

[29] http://www.who.int/trade/glossary/story093/en/ accessed on 2013/07/08

and 923 million were undernourished, even before the food, fuel and financial crises. Food prices remain volatile. Local food prices in many countries haven't come down, although international food prices have fallen.[30] Peoples' right to freely dispose of their natural resources is affirmed in both the ICCPR and the ICESCR[31]. It is linked to the principle of permanent sovereignty over natural resources, which is stated in UN General Assembly Resolution 1803 of 1962 ("Permanent sovereignty over natural resources"),[32] and in the 1974 Charter of Economic Rights and Duties of States.[33] While Resolution 1803 is not binding per se, it is widely seen as reflecting customary international law. At the regional level, the right of peoples to freely dispose of their natural resources does not feature in the ACHR and the ECHR but has been further developed in Article 21 of the ACHPR.[34]

Interrelation of Right to Food and Access to Natural Resourcess

Judicial trend has made right to food as enforceable in number of countries. Right to food is economic right which principally lacks the element of justiciability but judiciaries have interpreted it in line with the right to life. South African court are more active to make enforceable right to all economic, social and cultural rights upon which large part of ideological flavor has done by the communist countries and capitalistic nation.[35] The obligation to fulfill the right to food requires states to take steps to improve access to natural resources. This may include securing existing access through improving legal protection of natural resource rights; and increasing access to natural recourses, e.g. through restitution, redistribution and/or other programmers. In this respect, the obligation to fulfill is linked to the call for agrarian reform in Article 11(2)(a) of the ICESCR .Given the highly sensitive and political nature of these measures, states enjoy a large margin of appreciation in determining strategies for ensuring access to food (e.g. with regard to different combinations of access to natural resources and to the other livelihood assets identified above); and, where improving

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[30] Food Crisis - The World Bank.htm accessed on 2013/07/08

[31] Article 1 of both Covenants affirms the right of all peoples to self-determination and states: "All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence

[32] UN General Assembly Resolution 1803 of 1962 on Permanent Sovereignty of States over Natural Resources. Article 1 of the Resolution reads: "The right of peoples and nations to permanent sovereignty over their natural wealth and resources must be exercised in the interest of their national development and of the well-being of the people of the State concerned."

[33] Article 2(1) of the 1974 Charter of Economic Rights and Duties of States reads: "Every State has and shall freely exercise full permanent sovereignty […] over all its wealth, natural resources and economic activities."

[34] Article 21 of the African Charter states: "1. All peoples shall freely dispose of their wealth and natural resources. This right shall be exercised in the exclusive interest of the people. In no case shall a people be deprived of it.
2. In case of spoliation, the dispossessed people shall have the right to the lawful recovery of its property as well as to an adequate compensation. […]"

[35] Dr. Kaufmann, *Human Rights and Development: Towards Mutual Reinforcement*, Human Rights and Governance: The Empirical Challenge, 334 (Philip Alston and Mary Robinson ed., SAGE Publication, London, 2000).

access to natural resources is an element of those strategies, in identifying measures to improve resource access.

This boundary of appreciation is considerably broader for the obligations to fulfill than for the obligations to respect and to protect (which require respecting/protecting existing resource access from undue interference, rather than improving access). Because of this broad margin of appreciation, courts are unlikely to play a significant role in this — e.g. through judicial review and other processes. However, the margin of appreciation is qualified by the standard of "appropriateness" required by the ICESCR, under the ICESCR, states must take steps to realize the right to food "by all appropriate means". This standard opens the door for citizens to challenge and for courts to scrutinize whether the measures adopted by the government are appropriate.[36]

Some of the countries have made some reservation on the enforcing part of ESCR like the Preamble of Interim Constitution of Nepal, 2007 which reads …….keeping democracy, peace, prosperity, progressive economic-social changes and sovereignty, integrity, independence and dignity of the country as a central concern.[37] The dignities of the country are closely associated with the dignity of the people. The environmental rights are also incorporated under the fundamental rights. The Article 16 of Interim Constitution of Nepal, 2007 talks about the rights regarding environment and health.[38] These rights are considered as collective rights and have same level of importance like other rights. But the enforcement is lacking behind it. The prior cause for this is the ineffectiveness of the economic, social rights jurisprudence.

- ***Government of the Republic of South Africa v Irene Grootboom and Others***, CCT 11/00)(dealing with housing, water, food , shelter etc)
- ***Purohit and Moore v Gambia***, Communication 241/200 (dealing with the right health of mental health patients)
- ***Autisme- Europe v France***, Complaint No. 13/2002, 7 Nov,2003 (dealing with the education rights of persons with autism)

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[36] The political issues at stake, courts and (even more so) international human rights institutions are likely to display deference to governments in applying the "appropriateness" standard. But the South African *Grootboom* case illustrates how judicial scrutiny may nevertheless have significant practical implications (see above). In that case, the South African Constitutional Court held that the standard of "reasonableness" embodied in the South African Constitution required the government to prioritize the needs of poorer and more vulnerable groups, and to cater for short-term as well as medium- to long-term housing needs. Government food security strategies that do not tackle issues of resource access adequately in contexts where this is the main source of food for the majority of the rural population may be subject to scrutiny along these lines under the "appropriateness" standard required by the ICESCR. In addition, the ICESCR commits states to pursue measures for realizing the right to food "to the maximum of their available resources" — which may also provide an entry point for civil society scrutiny of government action. Outside the African context, the issue of land restitution was tackled in the ACHR case *Yakye Axa (Indigenous Community)* v *Paraguay*. The case concerns the land restitution claim of an indigenous community that was unwillingly deprived of its ancestral lands in the nineteenth century.

[37] Interim Constitution of Nepal, 2007, Preamble.

[38] Article 16(1), very person has the right to live in clean environment and 16(2) talk about the every citizen shall have the right to basic health services free of cost from the State as provided for in the law.

- *Irwin Toy Ltd v Quebec* (Attorney General) 1989 1 S.C.R. 927, 993(dealing with the right of vulnerable groups regarding the need for the protection by the government)
- *Olga Tellis v Bombay Municipality Corporation* (1985) 2 Supp SCR 51 India (dealing with the forced eviction constitute violations of the obligation to respect the right to housing ,food)
- *SAHAJ v Vadora Municipal Corporation* (19 Dec 2003), SC of India has said the demolition of hutments without the provision of alternative accommodation violated the right to housing and shelter in the constitution.

Above cases exemplifies the judicial interpretation of ESCR and it is not less important than the civil and political rights. These are some landmark cases which don't distinguish between the rights as first and second or third rights. The all rights have same level of importance for the practical realization of the rights. The human rights can't be viewed from the biological concept.

Laws for Supporting Vulnerbale Groups

Nepal, a land locked country of approximately 29 million people in south Asia, is a least developed country (LDC) with a low income and food deficit. The country is under the transitional period of framing the new constitution after 10 years armed conflict. Despite progress made in infant and maternal mortality indicators, the country ranks 138 out of 177 countries in the 2008 human development index[39]. Twenty four percent of Nepalese population lives less than US$ 1 per day and 30 percent lives below the national poverty line.[40] Soaring food prices and effect of more erratic weather pattern has also caused an increase in natural disasters which resulted the large scale vulnerability in terms of food security. It has been reported that Nepal is vulnerable to several types of natural disaster such as drought, flood, landslides, wind storms, cold waves etc.[41] Similarly, it has been reported that 42 district out of 75 are under food deficit situation.

There is speical legislation to look after these sort of issues. The food security transfer related legislation needs to address the special care to the vulnerable groups in terms of food security. Nepal does not have any legal provision to address the vulnerability in the perspective of food security related safety net; however, there are some provisions to address the vulnerability of particularly groups. Children Act 1991, Labour Act 1991, Disable Protection and Welfare Act 1982 have incorporated vulnerable perspective. Children Act 1991 is focused on rights and welfare of the children and created the obligation of parents to provide food and nutrition. If parents are not alive, Child Welfare Authority or Chief District Officer must arrange food and shelter.[42] The Act has made a provision of Child Care Centre children who have no sufficient means of livelihood. Although, there is provision for adressing the vulnerability of children but once we walk in the street, we can't close our eyes from looking those street children.

Labour Act 1991 has provision of safety and special provision for female worker, breastfeeding worker, pay leave, provident fund, welfare fund, compensation for wounded or died and provision of minimum wage are some provision which are very important for social security system. Poverty

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[39] UNDP Human Development Report 2008.

[40] WFP, Emergency Operation Nepal 10790.00 in www.wfp.org

[41] FAO/WFP, Special Report: FAO/ WFP Food Security Assessment Mission to Nepal, p5, July 2007.

[42] Section 4 and 21, Children Act 1991

Alleviation Fund Act 2006 has an objective of operation of poverty alleviation program with the participation of poor and marginalized people. The Act establishes Poverty Alleviation Fund with an objective to increase the access of poor in basic services by enabling their capability, identify people or community below poverty line (BPL) and lunch special program to uplift their social, economic standard. The Act has emphasized on the programs of income generation, training and employment generation such as agriculture, livestock, cottage industries based on the local resources etc. It is good initiative for legal empowerment of poor by targeting the program for upholding their economic and social status.

It is important that if social and economic status of the poor people is increased, they will be able to feed themselves. By providing additional facilities and concession to the industries which are established in the remote area (food deficit), Industrial Enterprise Act 1992, the employment opportunity for local people will be increased as a result, they will be able to procure food for them. One of the important government initiatives toward institutionalizing the social security scheme is the Social security program implemented by Ministry of Local Development which provides old age allowance to senior citizens, single women, ethnic minority and *dalit[43]* populations. However, there is no specific legislation pertaining to this popular program except a provision in Local Self Governance Act 1999 which create obligation of the GON to provide grant annually for different purposes.

"Government of Nepal shall have to provide the Local Body each year with minimum grant prescribed additional grants on such basis as population, level of development, possibility and capability of mobilizing revenues, necessity of financial resources, regular record keeping of incomes and expenditures, situation of auditing and financial discipline of concerned local body." [44] District Development Committee has also responsibility relating to development of women and helpless people such as orphan, helpless women, the aged, disabled.[45] Nepal is not only country who are making several changes and adopting number of new legislation for rights of the vulnerable citizens which shall increase their access to resources. It has been said in speech speaking at World Economic Forum of Bill Clinton (2000), "*we have to reaffirm unambiguous that open markets are the best engine we know of to life living standards and build shared prosperity.*" The vulnerability is the common concern of every individual which can bring international community together to end it. The most vulnerable people of the nation is children, old age people, women, indigenous people, minority people, excluded and other who are being is shadow since inception of development has begun in nation. Various effort are being making by the other nation is their home like in Latin America during the 80's and 90's many countries amended their constitutions in ways that offered greater protection

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[43] The term 'Dalit' originates from a Sanskrit word 'dal', which means 'to split, crack and open'. 'Dalit means according to Sanskrit Scripture, "things or persons who are cut, split, broken or torn asunder, scattered or crushed and destroyed."[43] Though there is no unanimous meaning of the word 'Dalit' somebody says a person living in a swamp is called Dalit, some argues a person who has been forced to live in oppression and hard work is Dalit. 'Dalit' refers to a group of people who are religiously, culturally, socially and economically pressed, who could belong to different language and ethnic groups. In Nepal and India untouchable people are segregated into different cast on the basis of their inhabitant occupation. Race is different thing. It is similar to these people are also discarded from the society due to occupation, colour, appearances etc.

[44] Section 236, Local Self Governance Act, 1999

[45] Section 189, Ibid

to the rights of indigenous peoples.[46] Of all the constitutional changes Colombia's is perhaps the most comprehensive providing for the right to self government within indigenous territories, which includes among other things, the right to administer justice, levy taxes, and regulate resources.[47] Nicaragua is yet another example of a country that has undergone major legal reform that yet to be realized in practice. The Nicaraguan Constitution guarantees, among other things, the land and resource rights of indigenous people based on their traditional and customary patterns of use and occupancy.[48] Legislation adopted in 1987 when even further, establishing autonomous political regions for the indigenous communities of the Atlantic Coast.[49]

Conclusion

Nepal introduces itself through number of name in front of the international communities. It was time when people around world used to admire the potentiality of Nepalese in work place. The recent decades has resulted past long institutionalized discrimination into vulnerability which extremely has brought marginalization. Although, there is no word called vulnerability and marginalization in the dictionary of human rights regime, but sadly it exists as reality of society. Merely promulgation of legislation is not appreciable things but commitment and regular supervision of it is required. The jurisprudence of access to resources can reckoned strengthens to come in front line along with others for development of nation. He was not others than P.N. Bhagwati and Justice Iyer who dropped number of ink and made favorable judgment in favor vulnerable and marginalized community of India. Today, number of jurisprudence has enriched about the access to resources of those vulnerable communities. Their accessibility breaks cycle of injustice facing from generation to generation and challenge status quo. States are not only guardian to protect their dignity and rights but make them capable of using maximum advantage of those rights. Here, researcher trying to say that make them capable and above the core threshold of development to get exclusive benefit from the development. This first paragraph has principally talked about the Right Based Approach necessary for initiating by concern and responsible authorities to end the illusionary circle of vulnerability[50] and marginalization.

Trinity of Indian Jurisprudence has well attempted to end such miseries and harsh reality from the society. These judges doesn't only entitled the rights of vulnerable and marginalized groups through establishing number of progressive judgment in favor of them for the accessibility to natural resources

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[46] Anaya & Williams, "Rights and Status of Indigenous Peoples: A Global Comparative and International Legal Analysis"(1999),pg- 74-89

[47] Constitution Politicia Article 246-47, 285-87 (Colombia)

[48] Constitution Politicia arts. 89, 180 (Nicar)

[49] Autonomy Statute for the Regions of the Atlantic Coast of Nicaragua Law, No.28 Chap 2, art 6-9

[50] The meaning of illusionary circle of vulnerability is mentioned here linking it with the concept of fatalism and concept of luck and un-luck. It reflects those beliefs under which people left working and living in the hope for the mercy of unknown forces. This is first time word has been used by the writer to create well justification of marginalization and their perception regarding the vulnerability will further make them vulnerable. There are still many communities which as being recognized as vulnerable are not in mood to take it as the outcome of unequal treatment of nation rather they love to prefer it as the crush of God. Until and unless this unnecessary assumption will present in our mind, the accessibility doesn't make any such visible differences, and last we will end by saying illusionary circle of vulnerability.

but also forced the concern authority to consider the situation of those people as prime function of the government. Nepal has also shown its active role for securing the rights of those neglected people through promulgating number of new places in the legislation. The rough sketch of India and Nepal in the line of vulnerability is as same so we should worked together to get rid off from it.. Hence these both can be solved only through making accessibility to the natural resources and allowing them to utilize it.

A large number of jurisprudential inks have spilled over these issues but the problem has not been addressed yet. The deep-seated problem behind is failure of approach. Overall, the arguments and remedies concerning the right to food have the potential to support efforts to secure pastoral resource rights. Marginalization will be turned into vulnerability and if vulnerability is there, it will bring marginalization. The progressive realization of the right to food requires supporting livelihood strategies based on combinations of livelihood assets that enable individuals and groups to have access to adequate food.

The right to food does not automatically translate into a "right to land". This is because access to food for all may be achieved through other means — such as formal employment or off-farm business activities. Nonetheless, in contexts where much of the population depends on access to resources, improving access to natural resources is likely to be the focus of strategies to realize the right to food. Until recently, human rights issues have been the domain of lawyers and human rights campaigners while resource access issues were tackled by technical interventions and political mobilization.

Today human rights principles and language are being used to support resource access claims as rights-based approaches empower individuals and groups to gain or maintain access to natural resources. All human rights are interdependent and interrelated; consequently, realizing other rights may be instrumental in realizing the right to food. These include the freedom to hold property and to live free of discrimination. The linkages between the right to food and resource access hinge on the fact that securing access to natural resources – as the basis for food production – is a key element of realizing the right to food. Protecting access to resources is a means to an end – the production or procurement of food. This end may also be achieved through other means, such as through income from employment.

In the concluding remarks, researcher would like to put some of the inspirational hope associated with the community of vulnerability and marginalization. If these problems can address as far as quick, the number of hands shall be increased in the nation building and development. These problems are the out product of our system so we have moral, legal, social and other responsibility to solve it out. The concentration of the stake holder must be on it rather to merely engage in the power politics game. Any form or any party under the government doesn't keep that much meaning for them because they are one who is struggling for twice meal in a day. They need development not talk or promissory words of leaders. If their right regarding access to natural resources are guaranteed then they can do themselves rest of the work. We should used all those measures which can secure their dignified life .

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MOTOR FITNESS AND ACADEMIC STATUS OF STUDENTS OF 4-YEAR B. A. (HONS.) IN PHYSICAL EDUCATION COURSE STARTED BY JESSORE SCIENCE AND TECHNOLOGY UNIVERSITY

Dr. Md. Zafiroul Islam
Assistant Professor, Department of Physical Education,
Jessore Science & Technology University, Bangladesh

Introduction

Opening an academic Department of Physical Education in a university indicates a milestone in the development of physical education. In India it was happened in 1963 when two universities- Kalyani University, West Bengal; and Panjab University, Chandigarh of the country opened academic department of physical education. In Bangladesh it happened very recently when the Jessore Science and Technology University (JSTU) opened the Department of Physical Education for the first time in the country. The department started a 4-year B.A. (Hons.) course in physical education in 2011-12 sessions. Thirty students were admitted in the first batch. In this situation it is very essential to assess the quality of the students admitted for the course. As a discipline the focus of physical education is the 'man in motion' and by nature physical education is the art and science of human movement. The curriculum contains theoretical and practical work outs almost in equal proportions. So, it is important to measure and analyze the status of academic background and the physical fitness of the admitted students in light of their suitability for the course. Present study was planned with the purpose of assessing and comparing the performance related fitness of the of the students of physical education admitted in the first batch of newly started 4-year (Hons.) course in Jessore Science and Technology University (JSTU), Jessore, Bangladesh with the admission norm for B. P. Ed course followed by the department of physical education, Kalyani University, West Bengal, India.

Several studies have been conducted to compare physical fitness of a particular group of subjects with standard norms. Knuttgen (1961) compared physical fitness of Danish children with AAHPER YFT (1958) norm and reported that about 70 % of boys and 86% of girls exceeded the mean scores of normative test battery. Landiss and Ponthieux (1961) reported that English youths exceeded the American groups in AAHPER YFT Battery except in one item – the Arm power test for boys. Ikeda (1962) compared physical fitness of children of Iowa and Tokyo and reported that Tokyo children scored better in motor performance tests except in sit-ups. Elnashar (1982) measured Physical fitness of Egyptian males and females using AAHPERD YFT (1976) and concluded that Egyptian samples were substantially below average in fitness for both male and female across all the age groups. Bhowmick (2005) compared physical fitness of 13 year Bengalee boys with the AAHPERD YFT (1976) norm and found that the 5oth percentile of the American standard became 65th percentile of Bengal population in pull-ups, 87th percentile in sit-ups, 65th percentile in Shuttle run, 70th percentile in Standing Broad Jump 70th percentile in 50-Y dash and 75th percentile in 600 Y Run test.

Methodology

Twenty three male students of First year B.A. (Hons.) in Physical Education of JSTU were selected as subjects for the present study. Their age ranged from 19 to 21 years, height from 158 to 185 cm and their weight ranged from 46 to 98 Kg. They were day scholars and had both theoretical sessions and practical work outs in the daily schedule. They were mostly from middle to lower socio-economic group of families. All of them were selected through practical tests for motor fitness and performance in games and sports. Most of them had experience for sports participation.

For assessing motor fitness of the subjects, the major components of performance related fitness were selected in the present study. These were the loco-motor speed measured by 50m dash, leg explosive strength measured by standing broad jump and agility measured by 4x10m shuttle run. These motor fitness components and their corresponding tests for measurement were selected from the practical Test Battery used for measuring motor fitness of the candidates intending admission to B. P. Ed. course in the Department of Physical Education, Kalyani University. The tests were conducted following standard procedure at the campus ground of JSTU, Jessore, Bangladesh. The performance in the test of speed was expressed in time (s) for 50m run. Similarly, the performance of leg explosive strength was expressed in distance (cm) for jumping distance and the performance for agility was measured in time (s) taken for completing 4x10m shuttle run.

For comparing the performance in the motor fitness tests the practical test norms of the admission test battery used by the Department of Physical Eucation, Kalyani University was used.

The academic status of the subjects was judged considering their academic experience in the higher secondary level of education. The subject areas in form of Arts, Science and Commerce at higher secondary level of the subjects were considered for this.

Results

Mean and standard deviation of the performance of the subjects in different motor fitness tests have been presented in Table 1.

Table 1. Mean and Standard Deviation of Performance of the Subjects in Different Tests

Statistical parameter	Time (s) for 50m dash as measure of speed	Distance (cm) for SBJ as measure of leg explosive strength	Time (s) for 4x10m shuttle run as measure of agility
Mean	7.36	233	10.33
Standard Deviation	± 0.22	± 0.05	± 0.57

Values presented in table indicates that students of B A (Hons.) in physical Education had mean time to cover 50m distance of 7.36s, distance for standing broad jump of 233cm and time to complete 4x10m shuttle run of 10.78s. These performances were compared with the practical test norm for B.P.Ed admission used in the Department of Physical Education, Kalyani University, India. Table-2 shows the results.

Table 2. Comparison of the Fitness Performance of the Subjects with Standard Norm

Motor fitness test	Mean Performance of the subjects	Percentile value according to norm of the standard test battery
50m dash	7.36 s	51
Standing Broad jump	233 cm	63
4x10m Shuttle run	10.33 s	44

It is seen from Table 2 that the admitted students for BA (Hons) course in physical education has mean value for performance in loco motor speed equivalent to 51percentile, leg explosive strength to 63 percentile and agility to 44 percentile of the admission norm for B. P. Ed. course. So, it is understood that the students were almost similar in motor fitness profile except in leg explosive strength in which they appeared to be slightly better. But the demand of the undergraduate course in respect of motor fitness is much higher than that of the teachers' training course. So, the candidates with higher motor fitness should be preferred for admission into the BA (Hons.) course in physical Education in future. Table 3 presents the academic profile of the admitted students. It is clearly seen from following table.

Table 3. Academic Profile of the Students

Total no. of subjects	Number of student with percentage value from the stream (in higher secondary level) of		
	Science	Arts	Commerce
23	5 (21.7%)	12 (52.2%)	6 (26.1%)

The table values that there were only 21.7% students with science background at the H S level. More number of students was from arts background. According to the nature of the subject area of physical education it is better to have the science back ground for the students so that they can learn the areas like physiology, biomechanics, statistics and research methods, tests and measurements etc. Therefore, the candidates with science background should be preferred for admission into the BA (Hons.) course in Physical Education in future.

Conclusion

Within the limitations of the study, on the basis of results obtained the following conclusions were drawn:

i) Motor fitness of the students of BA (Hons.) in Physical Education of Jessore Science and Technology University, Jessore, Bangladesh is similar to the motor fitness of the students of B.P.Ed. course.

ii) The students of the B.A. (Hons.) in Physical Education of Jessore Science and Technology are more from the Arts.

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